

Access and participation plan 2020-21 to 2024-25

Introduction

The London Institute of Banking & Finance (LIBF) is a registered charity incorporated by Royal Charter. We were founded in 1879 as the Institute of Bankers and have evolved to remain at the forefront of financial education. We are **The London Institute of Banking & Finance, lifelong partners in financial education.**

Our organisation is split into three business areas – Financial Capability, Degree Programmes, Corporate Professional Qualifications and supported by Professional Services. **Degree Programmes** is our Higher Education provision and will be the focus for this Access and Participation Plan (APP); however, as noted under Section 3.1 Whole Provider Strategic Approach, we will demonstrate how all our business areas work collaboratively to support our mission, strategic aims and widening participation agenda.

Within Degree Programmes our HE Programmes Team has overarching responsibility for the delivery of widening participation. As this is only our second APP we have not been able to assess the full impact of our work in this area yet, but we welcome the opportunity to enhance the outreach work we have been undertaking and further improve the access, success and progression of our students, particularly those we have identified from underrepresented student populations.

1. Assessment of performance

LIBF has a very small student body of full-time undergraduate students and as such it is not possible for us to publish data sets on all student population priorities of the Office for Students (OfS). It is also important to recognise that as a non-funded HE provider we were not required to collect data to the level that we do since registering with the OfS, consequently we are working with an incomplete set of historical data. However, from September 2019 we have new processes in place to meet all data capture requirements which is explained in the report. Please note that the datasets used in this document that have been provided by the OfS only include institutions registered up to 22nd April 2019.

1.1 Higher education participation, household income, or socioeconomic status

Access

Research shows that academic attainment within schools is impacted by disadvantage. Many students who have been in care or are eligible for free school meals generally will achieve significantly lower results at GCSE level compared to their peers. This can be evidenced below:

Table 1

	Average Attainment 8 score per pupil	Percentage of pupils achieving A* - C English & maths GCSEs	Percentage of pupils achieving 5+ GCSEs A*-C or equivalent including English & maths GCSEs
Disadvantaged pupils	41.1	43.1%	37.2%
Advantaged pupils	53.3	70.6%	65.1%

Source: Department for Education, *Revised GCSE and equivalent results in England: 2015 to 2016 (2017)*

It can also be evidenced that students with higher GCSE results are more likely to apply to university than those who score less than 40 points as noted in 'Application rates of 18 year-old in England by selected GCSE attainment profiles, UCAS Analysis note 2014/03 (2014).

LIBF has significant involvement in raising the attainment and aspirations of young people from underrepresented groups. Our LiFE (Lessons in Financial Education) Programme is particularly beneficial for the most vulnerable or less privileged. By enhancing the financial capability of people through our direct links with schools and charities we believe that this is a key component to tackling financial exclusion. For students who have successfully completed our schools' qualifications not only are they better equipped with

essential life skills, but they also have an excellent progression route to studying for one of our degree programmes. Approximately 40% of our full-time students have come via this route.

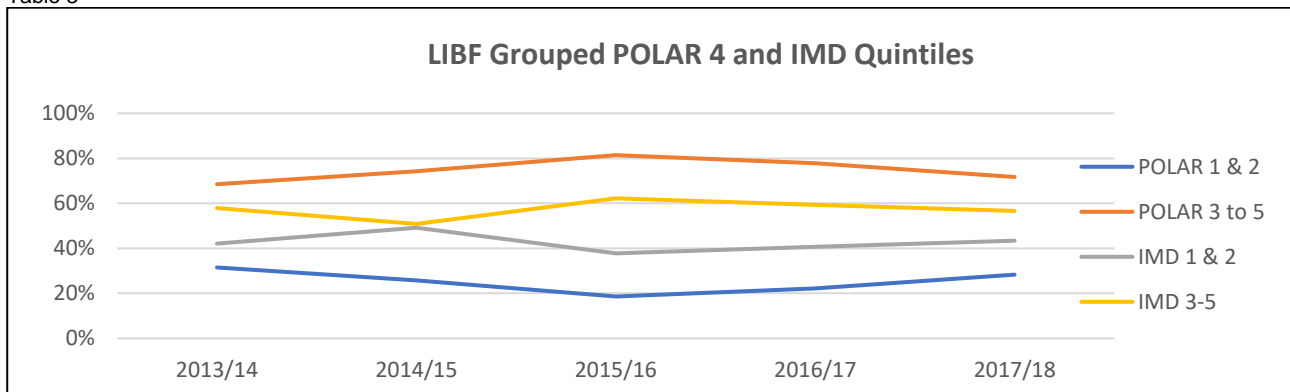
Due to our very small student population we can only split both POLAR4 and IMD data into two groups to allow us to report and publish this data e.g. POLAR4 Q1/2 and Q3-5, IMD1/2 and 3-5. Application rates from POLAR4 Q1/2 have steadily increased to 30%, although we recognise that the rate has only increased by 5% since 2014/15 (UCAS PERS file accessed 21 May 2019). Enrolments from POLAR4 Q1/2 have slightly declined over the five year period, although we remain consistent with the sector at 28% as shown in Table 2. We have also considered IMD which has broadly similar findings.

Table 2

LIBF Enrolments from POLAR 4 quintiles 1 & 2 / IMD 1 – 2					
OfS ref year	Academic Year	LIBF% POLAR 4 Q1 / Q2	Sector % POLAR 4 Q1 / Q2	LIBF % IMD 1/2	Sector % IMD 1/2
1	2013/14	32%	27%	42%	38%
2	2014/15	26%	27%	49%	40%
3	2015/16	19%	27%	38%	41%
4	2016/17	22%	27%	41%	41%
5	2017/18	28%	28%	43%	42%

Data source: OfS (sector data) / LIBF Oasis Database

Table 3

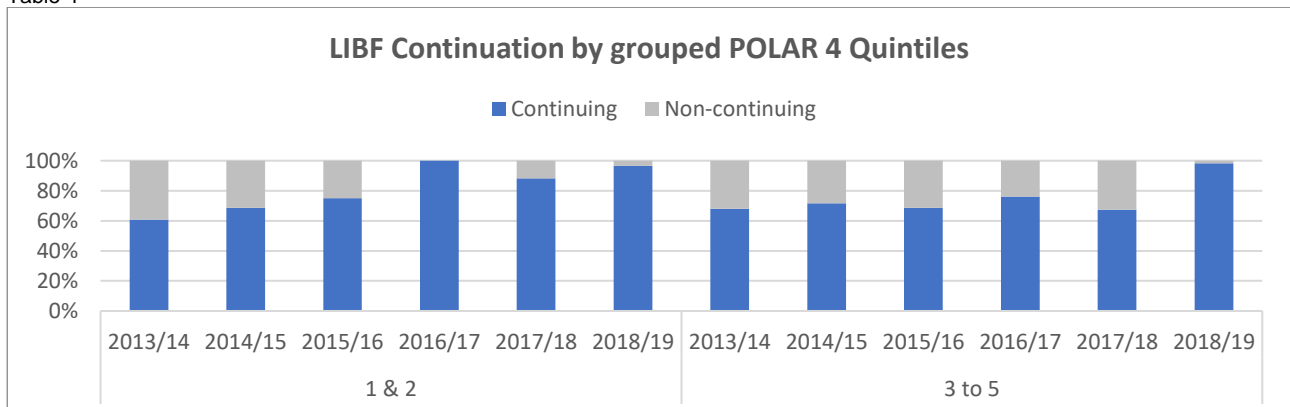


Data Source: LIBF OASIS database

Table 3 indicates that the gap between POLAR4 Q1/Q2 and Q3-5 has started to narrow again since 2015/16. Again, IMD data shows a similar trend. This is an area we are keen to address, particularly for females from POLAR4 Q1/Q2 and will form part of our access targets (see 2.1 Target groups).

Success - Non-continuation

Table 4



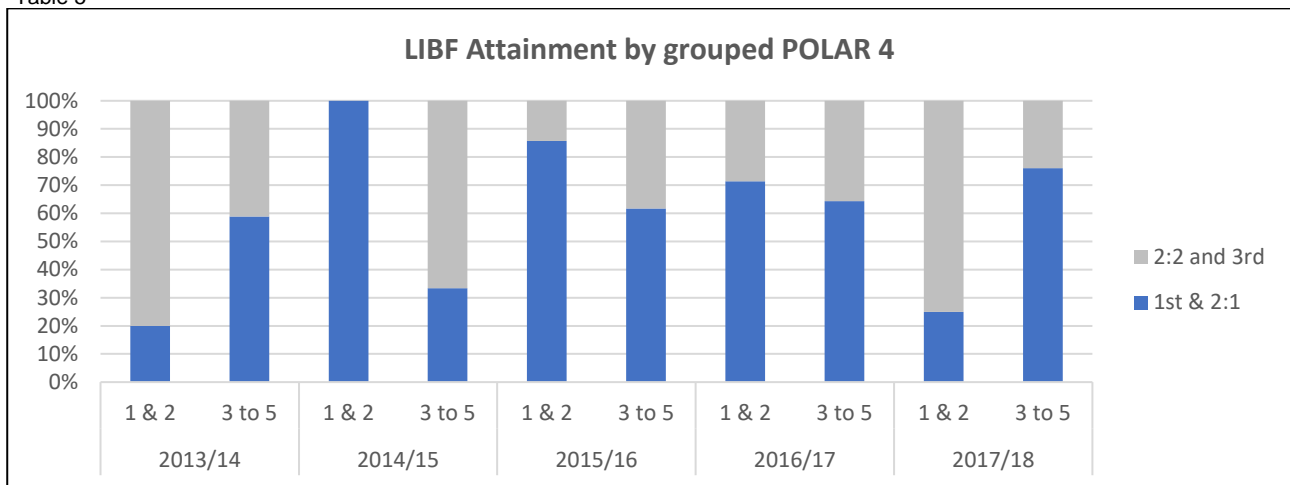
Data source: LIBF OASIS database

There are no LIBF datasets available from the OfS. We have therefore, looked at our in-house data for continuation statistics as reported to HESA.

With small cohorts of students any withdrawal has a significant impact on our statistics as can be evidenced in Table 4 above, particularly for years 2013/4 and 2014/15 where we had a continuation rate of 61% and 69% respectively for Q1/2. IMD data showed consistent findings. Since then we have put in place more resources to monitor performance and provide students with additional support for those from a widening participation background. The improvements are on-going and our continuation rates have improved, particularly from the POLAR4 Q1/Q2 and IMD 1/2 student populations.

Success - Attainment

Table 5



Data source: LIBF OASIS database

Table 5 indicates that there are no trends emerging between POLAR4 Q1/2 and Q3-5 regarding attainment. However, we can see that there was a significant drop in attainment for Q1/2 in 2017/18, giving a gap of 51%; this will be an area that we will focus on to ensure that the attainment gap is reduced in future years (see 2.1 Target groups).

Our analysis of IMD attainment indicates that there was less correlation between IMD and POLAR4. Our IMD data for 2017/18 shows a gap of 16% between 1&2 and 3-5 hence our decision to focus on POLAR4 where the gap is 51%.

Progression to employment further study

Due to lack of data we are unable to report on the breakdown of POLAR Q1/Q2 or IMD 1-2 students entering into employment or further study. However, we have excellent overall statistics with 100% of full and part time LIBF students who participated in the DHLE 2016/17 survey gaining employment or full-time study within six months of graduating. This data would indicate that there is no apparent gap. From September 2019 our Careers & Employability Service will have responsibility in capturing this data.

1.2 Black, Asian and minority ethnic students

For the purposes of this report and our targets we refer to ABMO as Black, Asian, minority ethnic (BAME). Due to a lack of data we are unable to disaggregate by ethnicity. From September 2019 we will be collating this data and will form part of our HE Programmes Team’s responsibility.

Access

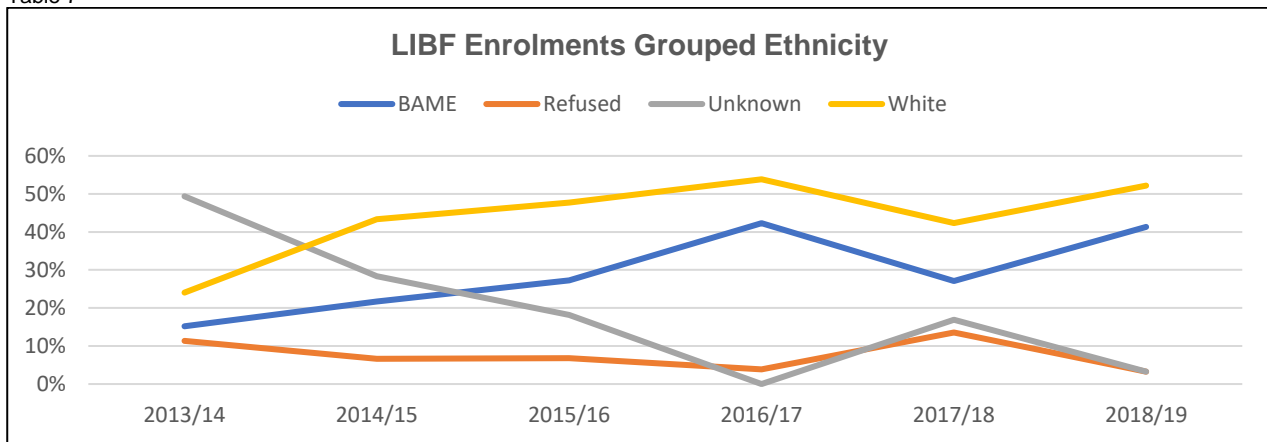
Table 6

Enrolments by Ethnicity					
OfS ref Year	Academic Year	Ethnicity	LIBF%	Sector % (OfS data)	LIBF gap between BAME & White students %
1	2013/14	BAME White Unknown / Refused	15% 24% 60%	26% 74%	9%
2	2014/15	BAME White Unknown / Refused	22% 43% 35%	28% 72%	21%
3	2015/16	BAME White Unknown / Refused	27% 48% 25%	30% 70%	21%
4	2016/17	BAME White Unknown / Refused	42% 54% 4%	30% 70%	12%
5	2017/18	BAME White Unknown / Refused	27% 42% 31%	31% 69%	15%

Data Source: OfS / LIBF OASIS database

We currently hold ethnicity data on 255 of our full-time undergraduate students from 2013/14 – 2018/19. We have 28 students who have actively refused to provide the data and 77 students where this data is missing and they are, therefore, counted as unknown. Aggregating our data over five years, where ethnicity is known, we have a 16% gap between enrolments for BAME students compared to White students.

Table 7



Data source: LIBF OASIS database

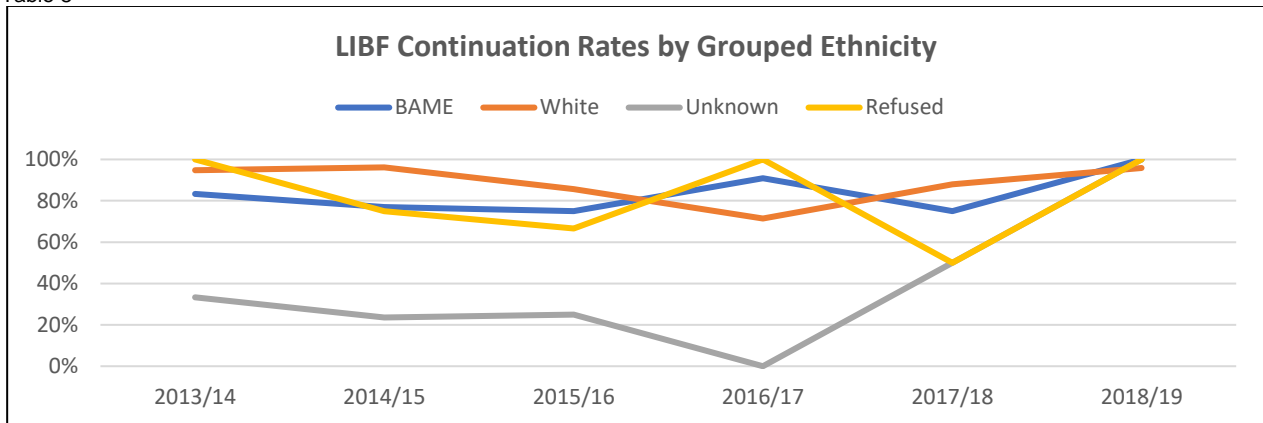
With the outreach work we have been undertaking together with the improvements in capturing data we are pleased to report that enrolments from the BAME population show a steady increase. In 2018/19 our gap between BAME and White student enrolments reduced to 11%. Our work to attract and enrol more students from diverse backgrounds will continue to close the gap (see 2.1 Target groups).

Success – Non-continuation

There are no LIBF data sets available from the OfS. We have, therefore, looked at our in-house data for continuation statistics as reported to HESA.

Table 8 shows that there is an inconsistent picture for non-continuation. With small cohorts of students any withdrawal has a significant impact and the data does tend to spike. In addition, our data consists of a number of ‘unknowns’ and ‘refused’ students. In 2017/18 we had a BAME continuation rate of 75% compared to 88% for White students. This 13% gap is also representative of the sector gap.

Table 8

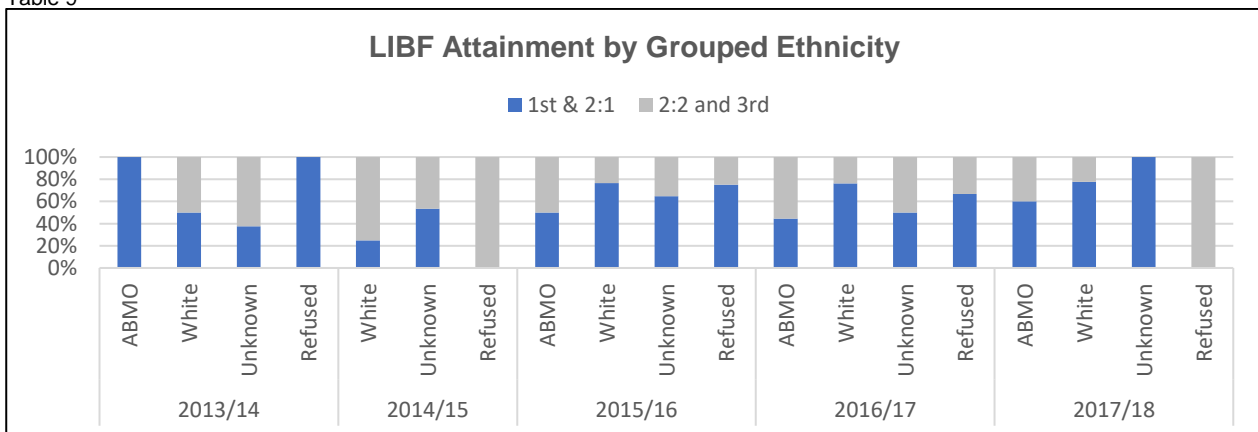


Data Source: LIBF OASIS database

National data shows that there are significant differences between ethnic groups in terms of retention. Retention rates tend to be lower for all ethnic groups (excluding Chinese and Indian ethnicity) in comparison to White students with Black Caribbean background students having the highest non-continuation rates (Non-continuation rates among UK domiciled first degree students in English HE institutions, HESA data published by HEFCE). Noting the national picture and our data we will be focussing on improving the continuation rates of our BAME student population (see 2.1 Target groups).

Success - Attainment

Table 9



Data Source: LIBF OASIS database

Table 9 shows that there is no recorded data in 2014/15 for the BAME student population due to the number of 'unknowns' and 'refused'. We cannot report on the granularity of attainment grouped by ethnicity due to the small numbers, even when aggregated. Our data does show an attainment gap of 11% between BAME and White student populations when the data is aggregated over five years. In 2017/18, 60% of our BAME student population attained a 1st/2:1 compared to 78% of our White student population, giving a gap of 18%.

AdvanceHE's 2018 HE Stats report states that in 2018 79.6% of White students received a 1st/2:1 compared with 66% of BAME students, representing a BAME degree attainment gap of 13.6 percentage points.¹

Noting the national data and the analysis we have undertaken on our internal data we will be putting in measures to reduce the attainment gap between BAME and White student populations (see 2.1 Target groups).

¹ <https://www.advance-he.ac.uk/news-and-views/Equality-in-higher-education-statistical-report-2018>

Progression to employment or further study

Due to the lack of data on ethnicity we are unable to report on the breakdown of those students entering into employment or further study. Noting the success in our DLHE statistics there is no apparent gap. From September 2019 our Careers & Employability Service will have responsibility in capturing this data. National data shows that six months after qualifying, roughly three in five White leavers were in full-time work (60.5%) compared with 53.9% of BAME leavers. However, the proportion of BAME leavers in some form of study was higher than White leavers (21.5% compared with 19.8%). 7.3% of BAME leavers were unemployed six months after qualifying compared with 3.9% of White leavers.²

1.3 Mature students

Access

Our application rates from mature learners (those aged 21 and above) show that we have received consistently between 9% - 10% of total applications over the last five years.

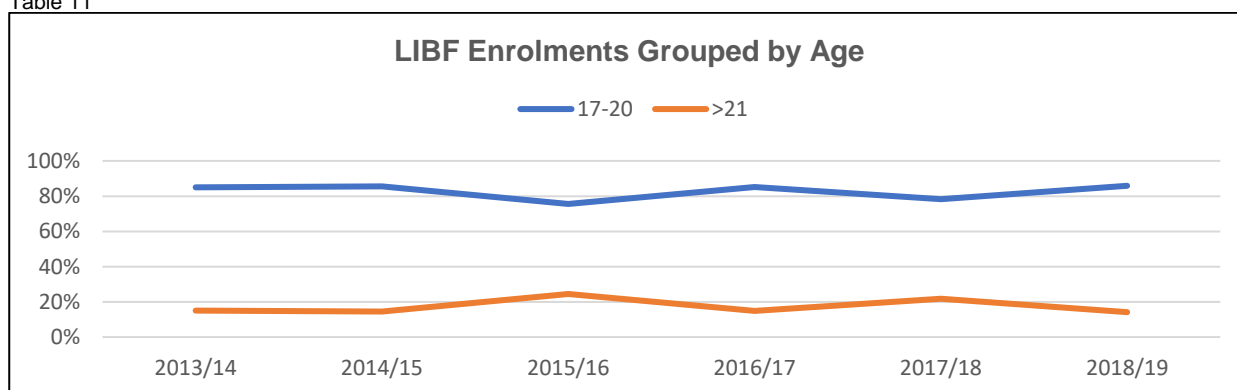
Table 10

Enrolments from Mature				
OfS ref year	Academic Year	Age	LIBF % of Cohort	Sector % (OfS data)
1	2013/14	Mature	15%	25%
2	2014/15	Mature	15%	26%
3	2015/16	Mature	24%	27%
4	2016/17	Mature	15%	27%
5	2017/18	Mature	22%	28%

Data Source: OfS (sector data) / LIBF OASIS database

As can be evidenced from Table 10 our conversion rate of applications to enrolments from mature learners is inconsistent. Data from our 2018/19 recruitment cycle shows that we have a gap of 71% between mature and non-mature student enrolments. Aggregating the data over five years we have a 10% gap against the sector. We will look to increase the number of applications and build consistency in our conversion rates to reduce the 71% gap (see 2.1 Target groups).

Table 11



Data Source: LIBF OASIS database

Our in-house data shows that the majority of our students are aged between 17 – 20 years of age (Table 11). Data from UCAS's End of Cycle Report 2018³ shows that the largest group of acceptances is from 18 year olds making up 51.9% of all acceptances in 2018. A combined group (18 – 20 year olds) make up 77.3% of all UK acceptances, this compares similarly to our rate of 78%. UCAS has seen an increase in the number of 26+ year olds being accepted into HE compared to the two previous recruitment cycles where

² https://www.advance-he.ac.uk/resources/2018_HE-stats-report-students.pdf p114

³ UCAS End of Cycle Report 2018 Summary of Applicants and Acceptances
<https://www.ucas.com/file/225551/download?token=nGdxoNQn>

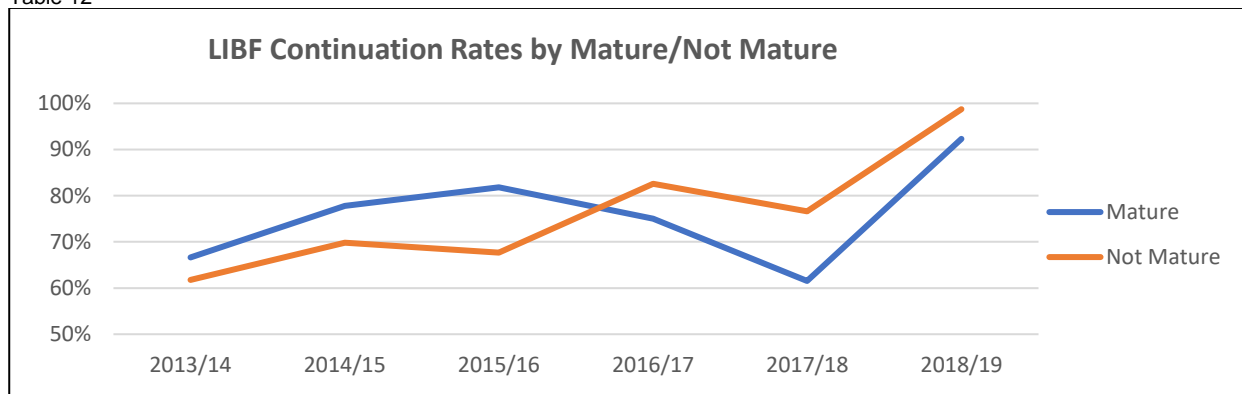
there has been a decline. Acceptances overall for 21 to 25 year olds increased this year by 0.9% compared to the 1.4% decline in the previous cycle.

Our professional environment is ideally suited to mature learners and with the introduction of a 'Mature Learners Scholarship' programme and other support initiatives we believe that we can have a positive impact on increasing the number of mature learners. We recognise that this will be a challenge given the overall decline in the number of mature learners entering HE.

Success - Non-continuation

There are no LIBF datasets available from the OfS. We have therefore, looked at our in-house data for non-continuation statistics as reported to HESA.

Table 12

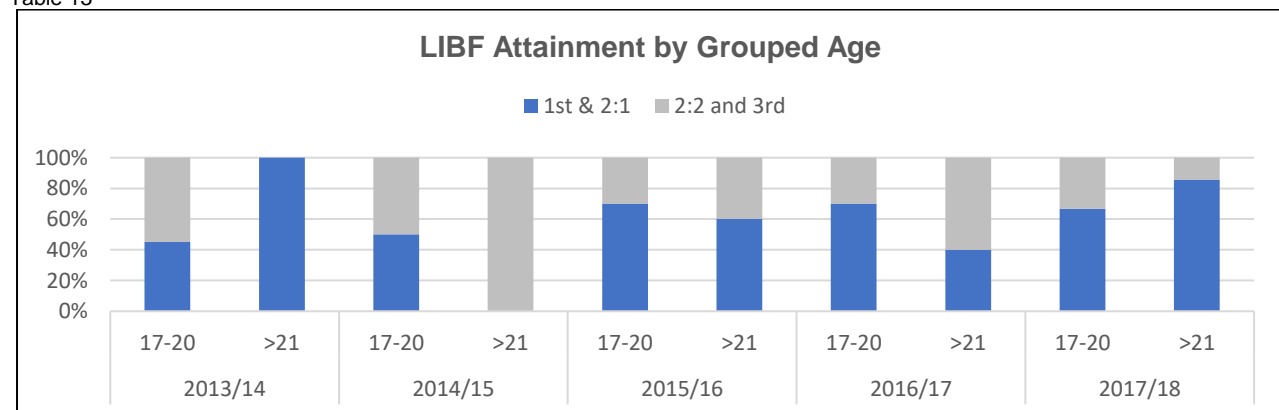


Data Source: LIBF OASIS database

Continuation rates of our mature student population are closely aligned to our non-mature student population (Table 12). Whilst the rates did drop in 2017/18, we have already seen an improvement for 2018/19. Aggregated data over five years shows our continuation rate is 71% compared to 85% for the sector.

Success – Attainment

Table 13



Data Source: OASIS database

Table 13 shows that there are no emerging trends in relation to mature learners achieving better or worse degree classifications in comparison to non-mature learners.

Our research from AdvanceHE’s 2018 HE Stats Report⁴ found that overall the proportion of first degree undergraduate qualifiers receiving a 1st or 2:1 declined as age increased for full time HE learners. 79.6% of

⁴ https://www.advance-he.ac.uk/resources/2018_HE-stats-report-students.pdf. P44

those aged 21 and under and 75.7% of those aged 22–25 received a 1st or 2:1, compared with 68.9% of those aged 26–35 and 65.7% aged 36 and over.

Progression to employment or further study

Due to the lack of data on mature students we are unable to report on the breakdown of those students entering into employment or further study. This is being addressed as previously noted with regard to data capture, but current success in our DLHE statistics indicates there is no apparent gap. From September 2019 our Careers & Employability Service will have responsibility in capturing this data.

1.4 Disabled students

Access

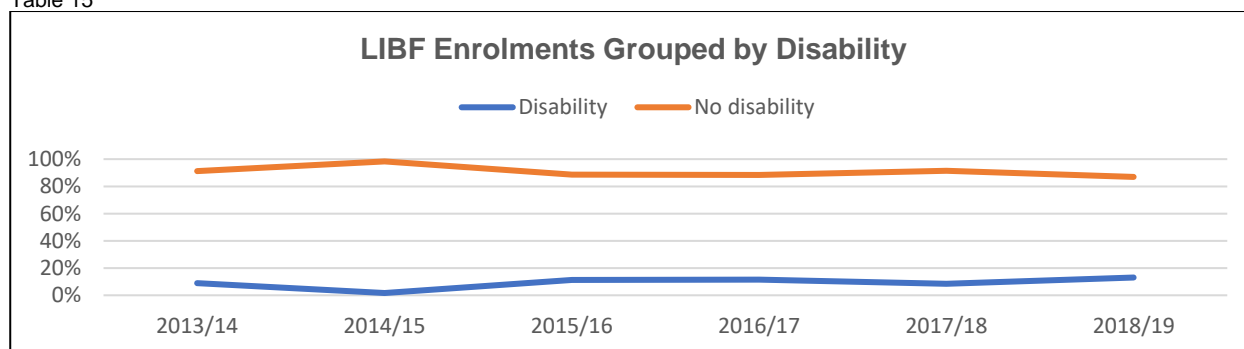
Applications to study at LIBF from disabled students remain low. Our location in the City of London may be a contributing factor for some students with disabilities choosing to study closer to home to avoid commuting. Due to the data set being small (Table 14) we are unable to report on disaggregating disability type.

Table 14

Enrolments from Disabled Students				
OfS ref year	Academic Year	Disability	LIBF % of Cohort	Sector % (OfS data)
1	2013/14	Reported disability	Data set too small to publish	12%
2	2014/15	Reported disability	Data set too small to publish	12%
3	2015/16	Reported disability	11%	13%
4	2016/17	Reported disability	12%	14%
5	2017/18	Reported disability	Data set too small to publish	15%

Data Source: OfS / LIBF OASIS database

Table 15



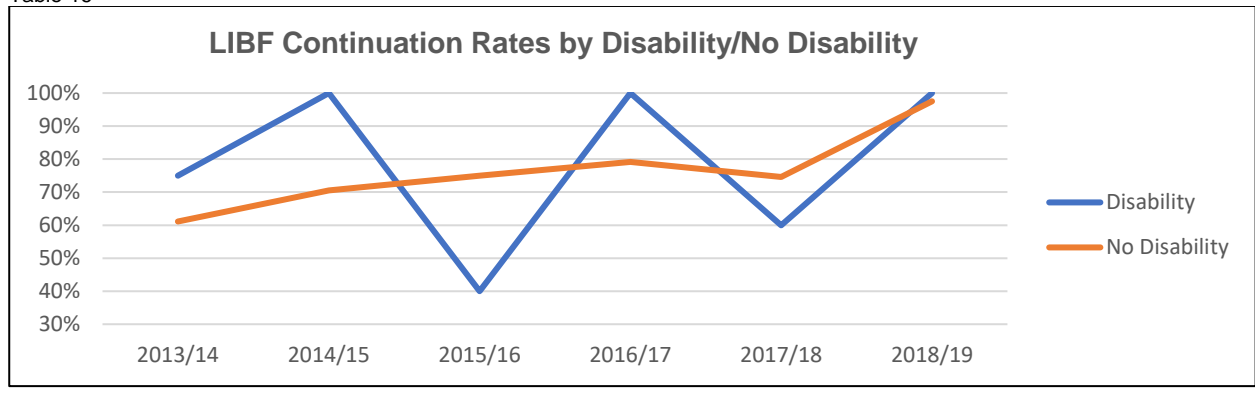
Data Source: LIBF OASIS database

Our internal data shows that of the 268 students that provided disability information only a very small number actually declared a disability. Having aggregated our data over five years we can see that our student population with a reported disability is 8% against a sector average of 13%, giving a gap of 5%. As Table 15 demonstrates we are making limited progress in this area.

Success - Non-continuation

There are no LIBF datasets available from the OfS. We have therefore, looked at our in-house data for continuation statistics as reported to HESA.

Table 16

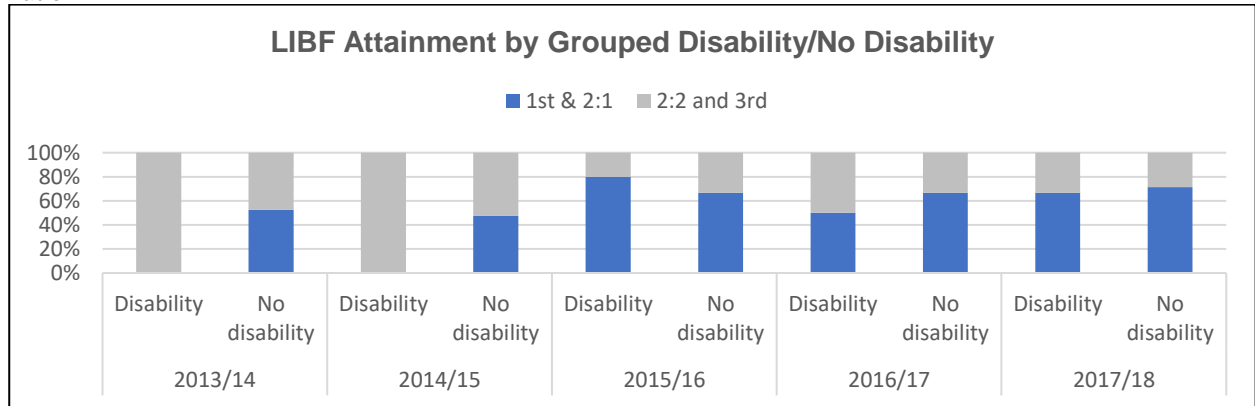


Data Source: LIBF OASIS database

Table 16 shows there is no consistent trend in students continuing with disabilities, this is attributed to the fact that we have a very small number of students with disabilities. When the data is aggregated over five years we can see we have an average of 68% of students continuing compared to the sector of 89%, giving a gap of 21%. In 2018/19 our data shows that there was a 100% continuation rate for students with a disability compared to 97% for students without a disability. However, we recognise that with such small numbers it is difficult to draw inference from the data. With the introduction of our STEPS programme (page 18) we will be able to provide additional support.

Success – Attainment

Table 17



Data Source: LIBF OASIS database

Whilst numbers are small it is reassuring to see from Table 17 that students with disabilities perform well compared with those with no disabilities. The percentage of 2015/16 graduates faired particularly well with more 1st class degrees being achieved by those with disabilities.

Data from the Advance HE⁵ report shows that in 2016/17, 73.2% of disabled first degree undergraduate qualifiers received a 1st or 2:1 classification, which was an increase of 1.4 percentage points on 2015/16. The proportion remained slightly smaller than the proportion of non-disabled qualifiers receiving a 1st or 2:1 (75.1%). Data from the AdvanceHE report also shows that 67.6% of qualifiers disclosing two or more conditions received a 1st or 2:1, compared with 75.8% of those disclosing a mental health condition and 75.4% of those disclosing a physical impairment or mobility issues.

Progression to employment or further study

Due to the lack of data on disabled students we are unable to report on the degree classifications for this student population, but again current success in our DLHE statistics indicates there is no apparent gap. From September 2019 our Careers & Employability Service will have responsibility in capturing this data.

⁵ https://www.advance-he.ac.uk/sites/default/files/2019-05/2018-06-ECU_HE-stats-report_students_v5-compressed.pdf p78

National data from AdvancedHE reports that a higher proportion of disabled leavers were unemployed six months after qualifying than non-disabled leavers (6.4% compared with 4.5%). However, higher rates of disabled leavers were also in some form of further study than non-disabled leavers (22.6% compared with 20.4%). 59.8% of non-disabled leavers were in full-time work six months after qualifying, compared with 51.9% of disabled leavers.

1.5 Care Leavers

HESA records indicate that the exact number of care leavers in HE is not comprehensive as nearly 40% of student information on care leaver status was unavailable. More information needs to be captured for reporting purposes from all HE providers to ensure that care leavers are properly tracked and supported throughout the student lifecycle, but also keeping in mind the sensitivity around disclosure of care leaver status.

Department for Education research shows that roughly only 6% of care leavers aged 19-21 were in Higher Education in 2018.⁶ The 'Moving On Up' report, prepared by Dr Neil Harrison at the University of the West of England on behalf of the National Network for the Education of Care Leavers (NNECL) found that 12% of care leavers had entered higher education by the age of 23 – higher than previous estimates of 6%⁷.

We have very few care leavers enrolled on to our programmes and, therefore, we are unable to publish any data with regard to Access, Success and Progression. However, should our numbers increase to a reportable level we will publish our analysis.

Our bursary scheme is available to Care Leavers and offers financial support to those in receipt of support from the Student Loans Company (SLC) to help reduce the burden of debt and help those who are most disadvantaged. Financial support ranges from £300 to £1,000 per annum depending on household income. In addition, we now offer two joint LIBF & ISH Scholarships per annum; these are fully funded places (tuition fees and accommodation) and priority is given to those from underrepresented student populations.

1.6 Intersections of disadvantage

We analysed our internal data to look at intersections of the following student populations: POLAR4 Q1/Q2 with Mature learners, POLAR4 Q1/Q2 with Disabilities, POLAR4 Q1/Q2 with Ethnicity and POLAR4 Q1/Q2 with Gender. Our student populations of these groups are very small, therefore, we aggregated the data over five years, but the data sets remain too small to publish in all but one category, POLAR4 with gender.

Access

POLAR4 / IMD with gender

Our data set (Table 18) indicates that we have on average 7% of female students from POLAR4 Q1/Q2 (IMD 1/2 13%) compared to 20% of female students from POLAR4 Q3 – Q5 (IMD 14%). The sector average for female POLAR4 Q1/Q2 is 15% (IMD 25%). We recognise that it may be a challenge to close the gap due to a number of factors including: less females choose to study maths related subjects, 'Across all regions, boys are around twice as likely to take A level Mathematics as girls'⁸, 'Just 25% of people going into banking in London last year were women'⁹ and the industry gender gap which exists and is explained more fully on page 12. As this is an area that we are focussing on we are introducing a Scholarship programme specifically for females from POLAR4 Q1/2 (see 2.1 Target groups).

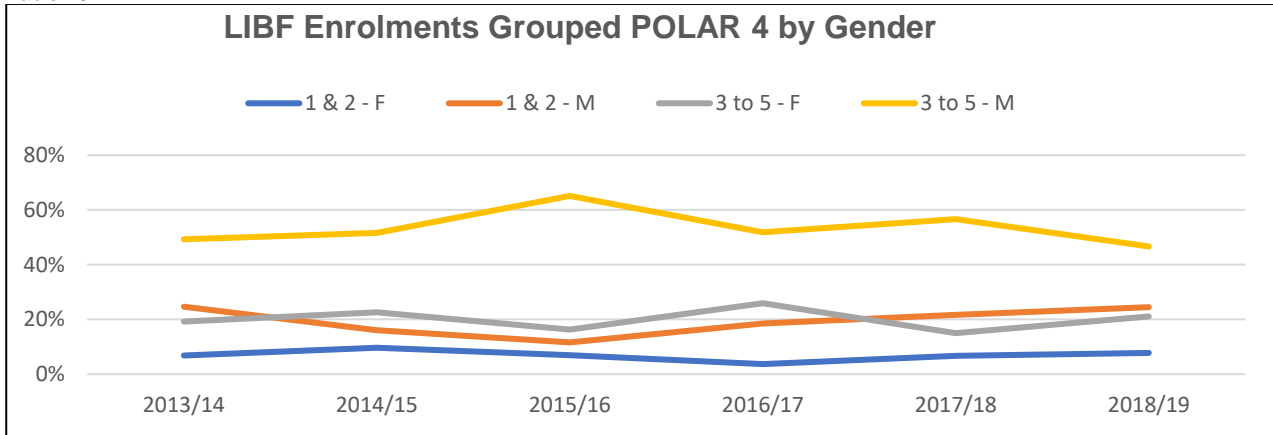
⁶ <https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2017-to-2018>

⁷ <http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

⁸ <http://furthermaths.org.uk/files/FMSP-Girls-in-Maths.pdf>

⁹ <https://news.efinancialcareers.com/uk-en/240139/just-25-of-people-going-into-banking-last-year-were-women>

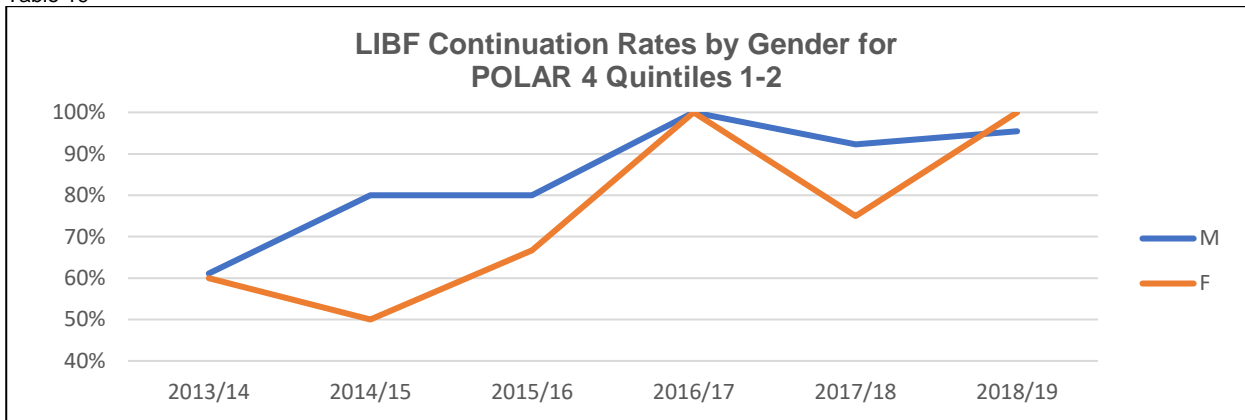
Table 18



Data Source: LIBF OASIS database

Success - Non-continuation

Table 19

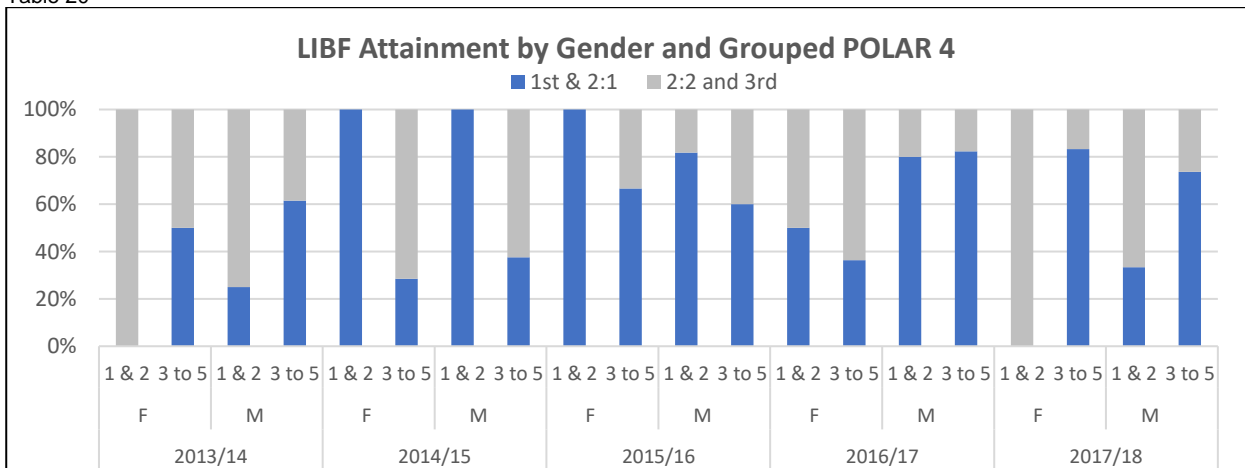


Data Source: LIBF OASIS database

As Table 19 shows there is no emerging trend for female POLAR 4 Q1/Q2 continuation rates, this is likely due to low numbers and, therefore, no inference can be drawn.

Success – Attainment

Table 20



Data source: LIBF OASIS database

Table 20 shows no emerging pattern for attainment and again this is likely due to the low student numbers in this population.

Progression to employment for further study

Due to the lack of data on POLAR4 / IMD combined with gender we are unable to report on the degree classifications for this student population. However, as previously noted there is no apparent gap from the DLHE statistics. From September 2019 our Careers & Employability Service will have responsibility in capturing this data.

Our current student body is made up of 26% female students. This gender imbalance is across all years and all programmes. Whilst gender is not a specific Government target it is a very important issue within LIBF and the financial services industry and this can be evidenced by the HM Treasury recognising that too few females progress beyond the mid-tier and too many leave financial services; only 14% of executive positions are held by women. As a result of this the HM Treasury published a 'Women in Finance Charter'¹⁰ asking firms to pledge for gender balance across financial services; the Charter has already attracted 330 signatories from financial services organisations. More data on the underrepresentation of females in the banking and finance industry can be found by clicking on the link below, *The Empowering Productivity Report: Harnessing The Talents of Women* (2016).¹¹

We will be continuing our efforts in this area via our intervention programmes (see 2.2 Aims and objectives) encouraging more female students to enroll onto our programmes, but we will be specifically focusing on females from POLAR4 Q1/2 (see 2.1 Target groups).

1.7 Other groups who experience barriers in higher education

Refugees

As a small, specialist provider we are unable to comment on all other groups who experience barriers in HE because of our low student numbers, however, we can make some observations regarding refugees:

Globally, just 1% of refugees secure a place at university as reported by the Refugee Support Network (RSN)¹². RSN began in 2009 as a small local project in north-west London and has grown to a charity supporting over 400 young refugees, asylum seekers and survivors of trafficking each year. As documented in *"I just want to study": Access to Higher Education for Young Refugees and Asylum Seekers*¹³ written by Hannah Elwyn, Catherine Gladwell and Sarah Lyall from SGN details the most common barriers faced by refugees: tuition fee status, rising tuition fees, delayed eligibility for student support, immigration controls, inadequate, inaccessible and inaccurate advice and lower-level English language ability.

Our internal data shows that we do have a very small proportion of students who are in the Refugee category, although, the data set for this category cannot be published. In 2017 we introduced a new bursary to support refugees and asylum seekers. The bursary is a fee waiver and is available to support up to two students per year. The impact of having introduced this bursary has been positive as we have seen a small increase in the number of applications.

As our work develops in this area, particularly understanding how we can help refugees overcome the barriers, we will be looking at additional ways in which we can encourage more applicants in this category. Should our numbers increase to a reportable level we will publish our analysis.

¹⁰ HM Treasury

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/673928/HMT_Women_in_Finance_Charter_guidance_January_2018.pdf

¹¹ *The Empowering Productivity Report: Harnessing The Talents of Women* (2016) produced by HM Treasury & UK Virgin Money: <https://uk.virginmoney.com/virgin/assets/pdf/Virgin-Money-Empowering-Productivity-Report.pdf>

¹² Refugee Support Network, www.refugeesupportnetwork.org

¹³ [I just want to study: Access to Higher Education for Young Refugees and Asylum Seekers](#)

2. Strategic aims and objectives

2.1 Target groups

We have analysed our data to identify significant gaps in access, success and progression, and also where we can make a substantial positive impact within our own student body and across the financial services industry in which we serve. Whilst we recognise there is more work that we can and will do to address all underrepresented student populations we will focus our efforts on the following:

Access

BAME – reduce the gap between BAME and White student populations
POLAR4 Q1 / Q2 Female – increase this student population
Mature Learners – increase this student population

Success

BAME – reduce the non-continuation gap between BAME and White student populations
BAME – reduce attainment gap between BAME and White student populations
POLAR4 Q1/Q2 – reduce the attainment gap between Q1/2 and Q3-5

2.2 Aims and objectives

Tables 21 and 22 show our objectives and targets over the next five years to address the gaps in our data sets for underrepresented student populations. For each target we have an intervention programme to ensure that our efforts are clearly defined with measurable outcomes. The intervention programmes will form part of our Monitoring and Evaluation Framework (page 22).

Table 21

Access	Baseline Data	Yearly Milestones				
	2018 -2019	2020 -21	2021-22	2022-23	2023-24	2024-25
Reduce the gap between BAME and White students	11%	9%	8%	7%	6%	5%
Increase the number of POLAR4 Q1 / Q2 Females	8%	10%	11%	12%	13%	14%
Increase the number of Mature learners	14%	16%	17%	18%	19%	20%

To support our access targets we work collaboratively with the financial services industry to deliver our REACH events (page 18). REACH events target BAME, POLAR4 Q1/Q2 females or mature learners to highlight the opportunities to study for one of our degree programmes and the career prospects upon graduation. We also run a Summer University Programme (page 18) with free places available to disadvantaged students. In addition, we offer a number of scholarship programmes to support these three access targets. To further encourage and support mature learners we have put in place progression agreements with two leading awarding bodies to support students who successfully complete an Access to HE Diploma.

Table 22

Success	Baseline Data	Yearly Milestones				
	2017 -2018	2020 -21	2021-22	2022-23	2023-24	2024-25
Reduce the non-continuation gap between BAME and White students	13%	11%	9%	7%	6%	5%
Reduce the attainment gap between BAME and White students	18%	16%	14%	12%	10%	8%
Reduce the attainment gap between POLAR4 Q1/Q2 and Q3-5 students	51%	45%	40%	35%	30%	25%

To improve attainment in our target groups we have put in place a number of support measures including the introduction of our STEPS programme (page 18). We also provide a Maths Support Programme (page 18), particularly aimed at our target groups to improve their skills and confidence in this area. Attendance monitoring and mental health wellbeing will also form an important part of our monitoring. In addition, we now have a far greater range of assessments available to test the knowledge and understanding of students from diverse backgrounds (Pedagogic, page 17).

3. Strategic measures

3.1 Whole provider strategic approach

Our mission is 'to be an internationally recognised organisation delivering outstanding financial education' and our strategic aims are to:

- Develop a unique portfolio of academic programmes that are internationally recognised as market leading in the sector by all stakeholders.
- Attract and support focused students, faculty and staff to build an engaged community of the highest calibre.
- Provide all of our students with an exceptional student experience that establishes a life-long relationship.
- Build a network of international collaborations and partnerships that will enable our brand to be globally recognised and to place an international dimension at the heart of our staff and student community.
- Ensure that our policies, procedures, structures and infrastructure can operate efficiently and effectively to successfully compete in the international HE environment.

To help achieve our mission and strategic aims our focus will be on the following:

Financial Capability

Our Financial Capability qualifications help schools teach students the financial knowledge and confidence they need to make good financial decisions. Our qualifications range from Level 1 to Level 3. This sustained engagement has resulted in Financial Capability delivering LIBF qualifications to 851 schools / community outreach centres with over 41,800 learners. Through these links we are able to target specific schools to deliver our outreach programmes to raise aspirations of students from widening participation backgrounds.

Degree Programmes

We have delivered Higher Education since 1995 and held degree awarding powers since 2010. We offer a range of specialist financial programmes at undergraduate and postgraduate levels in both full-time and part-time modes. Our first full-time undergraduate programme launched in September 2011 and since then we have continued to build a diverse student population across our small range of degree programmes.

As a registered apprenticeship training provider, we deliver degree-level apprenticeships to levy-paying employers in the financial services sector. LIBF recognises this as a real opportunity to provide entry to the banking and financial services industry for a new type of applicant. For a variety of reasons, including concerns about student debt, a desire/need to earn immediately after post compulsory education, a desire/need to remain living in the family home and for many from non-traditional backgrounds the unfamiliarity of university education, the apprenticeship route to a degree is an attractive one which the LIBF is committed to support.

We continually work towards achieving our strategic aims and recent success is evidenced below:

- National Student Survey 2018 show a 91% overall student satisfaction on our full-time undergraduate programmes resulting in us being joint 1st in London and joint 2nd in the UK.
- 100% of full and part-time LIBF students who participated in the DHLE 2016/17 survey were in employment or full-time study within six months of graduating.
- Of those in full-time work, the average salary was £26,752; over 82% were paid a salary of more than £30,000 per annum and 39% more than £40,000 per annum. The TEF4 procedural guidance (OfS2018_45) states that the median salary for highly skilled employment in the latest year available (2015/6) was £21,500 per annum.
- TEF silver award (June 2019).

Corporate Professional Qualifications

We work to continually broaden our remit to deliver specialist professional qualifications to the banking and finance sector. Our professional qualifications framework provides clear pathways for career development and professional recognition that can lead to Chartered status. In extending our global reach we have recently set up offices in Abu Dhabi and Singapore.

Professional Services

As a professional body, members have access to our Continuing Professional Development (CPD) Scheme and can gain professional recognition by achieving Chartered status. Other benefits include regular Prestige Lectures and Networking Events. These events, at no cost to our students, provide excellent opportunities to meet and network with those already working in the banking and finance industry. We offer all our students access to our e-Mentoring platform. Future-Self Mentors are made up of individuals with first hand experience of the financial services industry and fully equipped to support students with study skills, motivation and time management. This particularly helps those from widening participation backgrounds to be successful in completing their programme of study. Our current membership body stands at over 24,000 individuals in over 120 countries worldwide. Our HE students become members on enrolment and so have access to member benefits.

The case study below provides evidence of how we collaborate to provide the essential support from student to professional career:

The profile of Student X is **Male, Mature & BAME**¹⁴

Student X returned to education as a mature student. As you will see from Table 23 below, he successfully studied and passed our Financial Capability qualifications (Level 3) which then enabled him to apply and be accepted on to our three year, full-time degree programme. Throughout his studies he was encouraged and supported by academic and support staff to remain focussed and engaged whilst juggling family commitments with two young children. He attended many of the prestige lectures and networking opportunities presented to students; these events provide essential exposure to the industry, particularly to those from a widening participation background. Through our connections with the industry he was able to successfully secure an internship with one of the big four retail banks and this subsequently led to a permanent job offer on completion of his degree (2:1 classification). Since graduating he has enjoyed a successful career in banking and finance. As a lifetime member of our community he continues to have access to the many professional and networking events available, careers support and guidance and is able to use his continuing professional development to enhance his professional designation. We are also delighted that X not only acts as an industry mentor to new students, but also supports many of our outreach activities to promote career opportunities in banking and finance to underrepresented student populations.

Table 23

Qualification achieved	Level	Year	LIBF's Business Area
<i>Foundation Certificate in Personal Finance (FCPF)</i>	1	2006	<i>Financial Capability</i>
<i>Certificate in Financial Studies (CeFS)</i>	3	2007	<i>Financial Capability</i>
<i>Intermediate Certificate in Personal Finance (ICPF)</i>	2	2007	<i>Financial Capability</i>
<i>Diploma in Financial Studies (DipFS)</i>	3	2009	<i>Financial Capability</i>
<i>BSc (Hons) in Banking, Practice & Management</i>	6	2014	<i>Degree Programmes</i>
<i>Registered for Continuing Professional Development (CPD)</i>		2013	<i>Corporate Professional Qualifications / Degree Programmes / Professional Services</i>
<i>Professional designation: ALIBF</i>		2014	<i>Professional Services</i>

Equality & Diversity

We recognise the real educational and business benefits of having a diverse community of employees, students, members and subscribers to any services and therefore we work towards building and maintaining an environment which values such diversity. The APP targets will help us to build on these values. Our policy is regularly reviewed against relevant legislation and codes of practice and has recently been updated to comply with the general duties under the Public Sector Equality Duty which is a requirement of all publicly funded education providers. [Equality and Diversity Policy](#)

¹⁴ Student X has given explicit consent for his profile to be published

Learning, Teaching & Assessment Strategy

Our [Learning, Teaching and Assessment Strategy](#) underpins our Code of Practice for Quality Assurance (Higher Education) [Chapter 4](#). The aims of our Learning, Teaching and Assessment Strategy for Higher Education are as follows:

- to define LIBF's strategic approach to innovation and enhancement, focussing on development of the quality of students' learning experiences and outcomes. The Strategy encourages all students to be independent, creative learners to achieve their full potential.
- to provide high-quality student learning experiences combining academic rigour, personal and professional development, and employability skills. Students have access to the most up-to-date knowledge to enhance and develop their skills for independent academic study and for subsequent practice.
- to support a flexible learning experience to allow students to progress as their personal and work circumstances change.

OfS Compliance Group

Activity to ensure compliance with Conditions of Registration has been embedded in policy, process and the roles and responsibilities of individuals and teams throughout LIBF as required. To ensure these disseminated responsibilities can be tracked and accounted for the OfS Compliance Group has been set up as a central point to oversee ongoing compliance with LIBF's Conditions of Registration. The group will report to the Senior Executive Team and governing body.

Strategic measures

Curriculum

We aim to continually enhance the student experience by undertaking reviews of our programmes to ensure they remain current and relevant to the Banking and Finance industry and thus enhance our graduates career prospects, meet the needs of all of our students including the consideration of their range of past educational and life experiences.

Our latest review, undertaken in 2016/17, involved the liaison with industry professionals on our HE Advisory Panel and student feedback from current experiences. It resulted in the introduction of a new undergraduate degree programme in September 2018 and the redesign of all of modules on the existing BSc (Hons) Finance, Investment & Risk programme. The new degree structure provides students with greater flexibility to tailor their learning and has given particular attention to the needs of students from non-traditional backgrounds to have more ownership of their programme of study. The introduction of an optional year in industry, which may be less available or accessible for some, is an especially valuable development.

The aim to ensure that all students, regardless of background and previous educational experience, are provided with a strong foundation in banking and finance core topics has been achieved by the introduction of a common year one programme of study across the degrees; this also provides students with more flexibility in moving between programmes and transition from years one to two. Both of these intentions are particularly impactful, and beneficial, to those students from non-traditional backgrounds as evidence indicates some students find the transition from school/college study to Higher Education challenging¹⁵ and for whom some flexibility of study and career routes is helpful after commencement of study.

¹⁵<https://www.studentminds.org.uk/latestnews/student-minds-launches-new-resources-to-support-students-with-their-transition-from-schoolcollege-to-university>
https://www.researchgate.net/publication/321834015_Understanding_the_different_challenges_facing_students_in_transitioning_to_university_particularly_with_a_focus_on_ethnicity

Another feature of the common year one study, which has particular benefits for entrants from the widening participation environment, is the Personal Development and Employability module. This module explores the key skills (study skills, interpersonal skills, and professional skills) to assist students in their academic study and ensuing professional career. The module provides students with a portfolio of skills including self-management, teamwork, leadership and influencing, negotiation, self-awareness of strengths and weaknesses, career planning, communication (written, oral), and proficiency of Word, Excel, PowerPoint, VBA, and selected financial databases. Its impacts are twofold – firstly, to provide students at the very beginning of their study with the essential skills to increase their chance of success and properly prepare them for study. Secondly, by the embedding of personal and professional development into the curriculum from an early stage, there is encouragement and support for all students to see the relevance of their study, and to set clear targets and goals. The ethos of this redesign is synergetic with LIBF's Careers and Employability Strategy and particularly for students from non-traditional backgrounds, without obvious personal access to business networks, is a fundamental and significant benefit for their futures.

Pedagogic

LIBF uses a variety of theories of teaching and learning in order that students with different backgrounds, experiences, and learning styles can benefit and develop. Pedagogically we are not didactic, instead preferring to include a range of inclusive and active teaching and learning practices such as:

Constructivism- for underrepresented groups this presents an opportunity to feel included and recognise their own valuable contributions. Students build on their mutual experiences by, for example, assessment methods that include group work. This enables all students to share their past learning knowledge and experiences, and, as a group, develop new understandings.

Experiential- as mentioned in the previous section entitled "Curriculum" the introduction of an optional year in industry provides especially valuable opportunities for students from widening participation backgrounds to practise and build on their academic learning, and recognise the applicability of concepts learned on campus. The support and guidance of our Careers & Employability Service in making these arrangements and links with employers is of particular value to students from under-represented groups who tend to have more limited experience and exposure to networking and the types of institutions involved.

Case-study based exercises, which meld the academic learning with the industry practice, are supported by our alumni who input into our academic sessions, as guest speakers, with a focus on the practical application of the learning in the workplace. Our alumni includes past students from the underrepresented groups of BAME, Women POLAR4 Q1/Q2 as well as mature entrants who act as role models to our students and encourage and inspire current students from similar backgrounds.

Enquiry-based- recognising the range of different learning styles within our cohorts, and the need to include learners from all backgrounds and different educational experiences, our students engage with formative and summative tasks, which require them to interact and/or work independently through investigation including methods such as mind mapping, research tasks and forum or blog creations. Lecturers are encouraged and recognised for pedagogic innovations in teaching and learning during Faculty Days and our HE conferences as well as a new monthly communication tool.

At assessment level, enquiry-based learning is encouraged progressively through the year groups culminating in either a dissertation or capstone project. Our over-arching pedagogical aim is to strive for continual improvement and to develop as a faculty and learn from students, as well as from reflection on our own experience. The evolution of assessment methodology from the standard coursework plus exam approach has specifically integrated new thinking in terms of addressing differential educational and employment outcomes, particularly with regard to underrepresented groups of students. We now use many different online tools within the classroom and have specially-tailored academic writing and maths boot camps for students requiring support.

Fresh pedagogical initiatives including exam preparation sessions (face to face and webinar based), are a response to the recognition of the challenge of transition for some students from underrepresented groups, who for example, may have had less exposure to exam based assessment at L3 in schools and colleges.

Admissions

The Admissions Team consists of dedicated, trained staff to ensure consistency and fairness in the admissions process. Our Admissions Review Panel is in place to consider borderline applications ensuring consistency, transparency and removing the risk of individual bias. To support our widening participation agenda we look at applications holistically and, wherever possible, we will make offers or accept slightly lower grades from students with a widening participation background. We have also introduced an in-house maths test for prospective students who do not meet our normal maths entry requirements. This test particularly supports widening participation students who, if successful, are offered a place to study with us and given additional maths support on enrolment.

Student Support

Our Student Centre provides students with a dedicated area to receive confidential support and advice. Evidence has shown that students have extensively used the Student Centre to speak to staff about academic, welfare, financial and other personal matters.

STEPS (Support To Enhance Performance & Success): This is a new initiative launching in September 2019 that will be offered to students from widening participation backgrounds. It will include an invitation to a pre-enrolment day to meet key staff members to specifically help these students transition to HE, offer a Peer Mentor (current student) and an allocated Programme Support Officer for regular support meetings, and give prioritisation for our Nano Placements (page 19) in the industry. In addition, we will be offering a more flexible timetable to help students who have a known disability, have caring responsibilities, or are a mature learner to better support their needs. We will closely track the progress and engagement of STEPS students by monitoring their attendance and academic performance through an intervention programme (see 2.2 Aims and Objectives).

Maths Support Programme: Evidence suggests (Table 1) that some students from widening participation backgrounds achieve lower grades at maths GCSE. The Maths Support Programme has not only been developed to make our degrees more accessible, but will also improve continuation and success rates by providing extra maths workshops to those who have been identified as needing additional help.

Outreach Ambassador Programme: This is an opportunity for current students to undertake formal training and act as Outreach Ambassadors to support our outreach activities.

Mental Health Strategy: This is currently being developed. Training and guidelines are provided to all student-facing staff on mental health awareness to ensure that staff are adequately trained to deal with urgent and non-urgent situations. We have established a link with the Charlie Waller Memorial Trust to keep up to date with sector information and relevant training. From September 2019 we will have a Professional Counsellor joining the HE Programmes Team to provide dedicated 1:2:1 support to students in need of counselling to complement the online and telephone counselling service already in place. Our [Special Consideration Policy](#) is in place to support students with extenuating circumstances.

Personal Tutors: These are in place to provide academic and pastoral support to all students. This is of particular benefit to students from underrepresented groups, in terms of visibly offering and providing organised support, so as to enable an equivalence of learning experience.

REACH (Routes to Enhancing ACHievement)

An initiative we launched in February 2018 to engage with underrepresented student populations. This is a series of one day free workshops, each one aimed at an access target - BAME, mature learners and females (POLAR4 Q1/2). Each workshop includes a keynote speaker to talk about diversity within banking and finance, an industry professional panel, careers and employability, networking skills and trading simulations.

Summer University Programme

A three day programme to give potential students an opportunity to experience what university is like and to see whether banking and finance is an area they would like to study or choose a career in. We offer a number of free places to widening participation students and support with travel expenses; this is a particularly valuable experience for these students as it opens up opportunities that they may not have previously considered.

Financial Support

Our bursary scheme offers financial support to students in receipt of support from the Student Loans Company (SLC) to help reduce the burden of debt and help those who are most disadvantaged. Financial

support ranges £300 per annum to £1,000 per annum depending on household income. In addition to bursaries we also offer a number of scholarships and prizes on an annual basis. To support our widening participation agenda, we have specifically introduced scholarship programmes for females from POLAR4 Q1/Q2, mature learners and asylum seekers/refugees. For full details please see our [Scholarships, Bursaries and Prizes Policy](#). To support access, we have introduced a travel fund to help pay for students' travel expenses, from widening participation backgrounds, to attend open days and outreach events.

Developing partnerships

We are committed to building links with organisations to help us meet our access and participation targets. LIBF is part of the Association of Graduate Careers Advisory Services; it is through this professional body that staff within our career services keep up to date with current discourse on careers programming for widening participation students. The Head of Careers regularly attends the annual conference and is also a quality reviewer for the new AGCAS quality award that focuses on initiatives that helps cater for the needs of underrepresented groups. A specific example of our approach includes: launching our Nano Placements programme that helps facilitate short, two weeks, paid placements for students from these groups.

We have also partnered with Sponsors for Educational Opportunity (SEO London) who help prepare talented students from ethnic minority or low socioeconomic backgrounds for career success. SEO London has regularly provided us with speakers for our careers events. Alongside this we, work very closely with a major financial consultancy's multicultural network that also provide speakers for various careers events and publicise internship and graduate roles via the Careers & Employability service.

We have been members of ISH (International Students House) for many years and recently entered into a partnership to provide two fully funded places (tuition fees and accommodation) to support students from widening participation backgrounds.

We partner with Amplify Trading, who provide information and exposure to trading platforms within our degree programmes. Amplify specifically support our REACH events to give opportunities for underrepresented student populations to experience and participate in trading simulations, raising awareness of the different roles and promoting opportunities that exist in the banking and finance sector.

We have recently joined Linking London who identify as 'a partnership of educational organisations that work collaboratively to support widening participation, student engagement and success, social mobility and in pursuit of improvements in social justice through education'¹⁶. Through our membership with Linking London, we have already started building more connections with FE colleges and have advertised our outreach programmes to this network.

We work with IntoUniversity, a charity that helps disadvantaged young people to enter Higher Education, by offering a number of free places to their students on our Summer University Programme to raise aspirations.

We have a profile on Propel¹⁷ which is part of Become, a leading charity for children in care and young care leavers. We are also currently looking to build a link with a charity supporting asylum seekers and refugees to ensure more students from these groups are aware of our programmes and support.

We have also developed a relationship with a delivery partner of the National Citizen Service (NCS). As a result, we will be running sessions on financial capability, employment skills and promoting our banking & finance degrees to students enrolled on the NCS programme. This initiative will raise aspirations and improve access for BAME, POLAR4 Q1/2 and females.

3.2 Student consultation

Our original APP (May 2018) gained support of Student Representatives via our Student / Staff Liaison Committee. Building on this we have put in place an APP Working Group that includes student representation from a diverse range of populations to aid the development of our plan. The Group will ensure that measures put in place to meet our targets are closely monitored and evaluated regularly. Our first APP Working Group meeting was held on 10 May 2019 to discuss the requirements of the APP, analyse our data and agree on the measures that we can implement to support the underrepresented student populations in regard to access, success and progression. The second APP Working Group meeting was held on 19 June 2019 where student

¹⁶ <http://www.linkinglondon.ac.uk/>

¹⁷ <https://propel.org.uk/Details/london-institute-of-banking-finance>

representatives were able to review and comment on the draft APP. Regular APP Working Group meetings will be scheduled each year to monitor performance against the Plan as detailed in our Monitoring and Evaluation Framework (page 22). Student representatives from the APP Working Group have submitted a separate student supporting statement outlining their involvement.

3.3 Evaluation strategy

The OfS Evaluation Self-assessment Tool gave us the opportunity to identify gaps in our monitoring and evaluation framework and to build on the skills needed to implement our strategy. As can be seen in Table 24 below we have an ‘emerging’ score for all areas. Our previous approach was informal, and we have now begun to introduce formalised programme interventions with clear targets based on evidenced gaps within our data together with national and regional sector information. Our evaluation practice is now moving from an informal approach to a strategic, evidenced-based approach. Performance against these targets will be assessed through a variety of research and evaluative measures including Type 1 (Narrative), Type 2 (Empirical) and Type 3 (Causal).

Table 24

Results of Evaluation Tool		
	Score	Category of Evaluation Practice
Strategic Context	19 / 24	Emerging
Programme Design	11 / 18	Emerging
Evaluation Implementation	5 / 12	Emerging
Learning	11 / 22	Emerging

The Theory of Change is a specific type of methodology used for planning, participation and evaluation. The term is used generally to describe the links between interventions and outcomes and the steps leading to aspirational goals. Within LIBF we have used the Theory of Change as a technical tool to help us develop a logical sequence of events in our intervention programmes to bring about the changes we seek to achieve. This forms part of our enhanced Monitoring and Evaluation Framework (page 22), the final arbiter being the Board of Governors.

Robust Strategy for Continuous Improvement based on the Categories of Evaluation Practice

Our Monitoring and Evaluation Framework (page 22) demonstrates that we have a robust strategy for continuous improvement throughout the APP. Findings from the OfS Evaluation Self-Assessment Tool informed the creation of our strategy. We are improving on the scores shown in table 24 by:

- Taking a formal approach to the **Strategic Context**
- Using the Theory of Change for **Programme Design**
- Implementing a governance structure and Monitoring and Evaluation Framework for **Evaluation Implementation**
- Implementing a reporting mechanism through the governance structure for **Learning**

In January 2018 we appointed a new member of staff to the role of HE Information Analyst as we recognised the importance of gathering reliable data and undertaking analysis of the data in relation to our APP targets. We have ambitions and goals for Access and Success and these are based on gaps in our student demographics, as articulated throughout the APP.

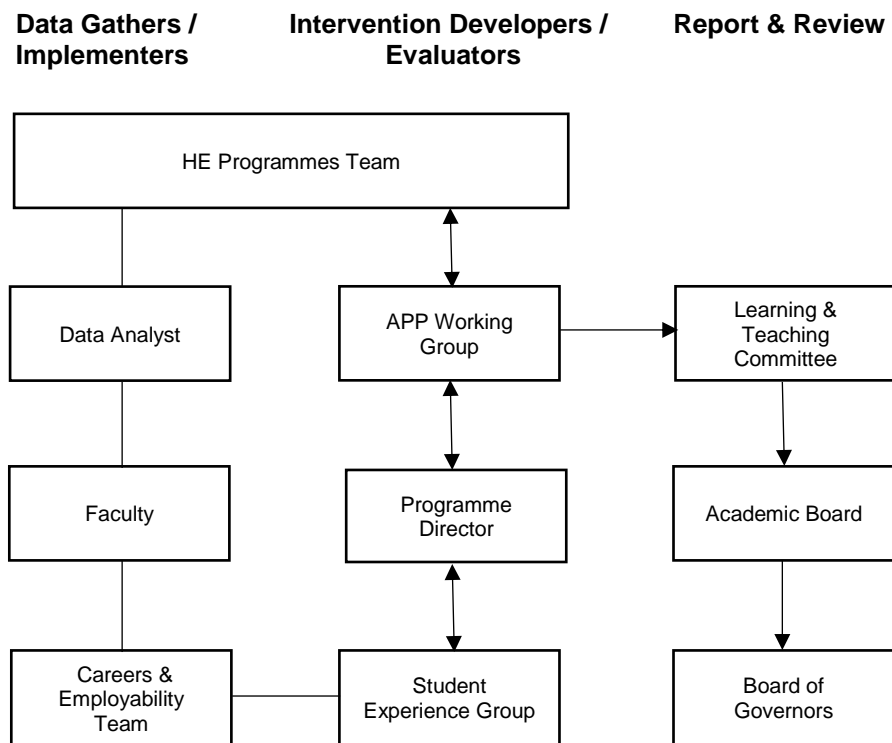
We will use our baseline data to inform, set targets and measure. Each intervention programme will target an identified gap with a desired outcome. Yearly milestones have been set over a five year period and data will be collated and measured using a mix of qualitative and quantitative research methods (OfS Types 1, 2 and 3). Meeting our milestones and using our Monitoring and Evaluation Framework will evidence that the measures we have implemented are working. During regular monitoring, if progress against our plan is not in line with any one of our targets, we will revisit the specific programme intervention to review our approach and put in place appropriate changes.

How our Programme Design will be informed by Evaluation

Our mixed-method evaluation data will be collected by the data gatherers and shared with key teams, as indicated in the structure chart (page 21), who will initially review and discuss the data and observed impact. The key teams will become part of the intervention development process, recommending enhancement

opportunities and alternative approaches to the interventions, particularly if the intervention programmes are not having the desired impact.

Governance Structure for Monitoring and Evaluation



Evaluation of impact will inform our future strategy. Any modifications to our programme interventions will be discussed by the key teams and agreed by the APP Working Group who will provide the Academic Board and Board of Governors with resulting reports and recommendations for support and approval.

We plan to evaluate our financial support by using the Financial Support Evaluation Toolkit, provided by the OfS. We will be using the survey and interview tools to gather information from our student populations and evaluate the effectiveness of our financial support. We will implement the first surveys in September 2020. Once we have evaluated the responses we will begin to refine our financial support to ensure that we are improving access and supporting the most disadvantaged. It is unlikely, however, that we will be able to take advantage of the statistical tool as our cohorts are far smaller than the recommended number of 300.

Long Term Objectives

By 2020 we will have developed and begun implementing a suite of programme interventions to address our yearly milestones. In order to meet our 2024/25 APP targets we will undertake regular evaluation of our improvement measures to:

- Identify any shortfall against targets and collaborate with intervention developers to address these.
- Refine our recruitment strategy for POLAR / IMD, BAME, Mature and POLAR intersected with Females.
- Refine our support package for BAME and POLAR.
- Refine our financial support offered to all disadvantaged groups.
- Identify any other disadvantaged groups eg. Disabled, Care Leavers for support.

By 2024/25 we expect to have achieved our commitments as set out in our APP.

LIBF Monitoring and Evaluation Framework

This framework has been specifically developed to monitor and evaluate our yearly milestones for access and participation of our HE students



* Internal data sources: OASIS, Alumni database. Our external data sources will be used to self-evaluate in comparison with the sector.

3.4 Monitoring progress against delivery of the plan

The Access and Participation Plan has been approved by our governing body. The details of the plan including evidence-based evaluation, resources and timelines will be considered at appropriate subcommittees, listed below, which are all attended by senior staff:

- HE Programmes Team
- APP Working Group
- Student Experience Group
- Learning and Teaching Committee
- Academic Board
- Board of Governors

The APP Working Group has responsibility for developing the APP, evaluating and monitoring progress against its targets. The Student Experience Group is responsible for the overall student experience and will specifically look at underrepresented student populations within our APP and feedback to the APP Working Group. The APP Working Group feeds into the Learning & Teaching Committee who ensures that our plans are monitored and aligned to the Student Enhancement Strategy. Learning & Teaching Committee reports into our Academic Board which reports into our Board of Governors. Our Head of HE Programmes is responsible for implementing the programme interventions and is a member of our APP Working Group and Learning and Teaching Committee. Our Associate Dean, Quality, Policy and Regulation is a member of our Learning and Teaching Committee, Secretary to our Academic Board and attends our Governing body meetings to provide updates on our progress against our APP.

We have developed goals that are ambitious for our organisation. The plans that we have outlined, have been considered carefully and are aligned to our operational plans so that resources are allocated appropriately. During monitoring we will assess how effective our intervention programmes have been in meeting our yearly milestones and decide what measures we will take if the intervention programmes have not achieved their desired outcome. These updates will be presented to our committees as outlined above.

4. Provision of information to students

General Information

Information to prospective and current students is available in a variety of ways to ensure that we reach out to a wide range of students from diverse backgrounds so that as many students as possible have an opportunity to consider studying with us. Key resources are: LIBF website, UCAS, UNISTATS, hardcopy marketing materials, SLC and via professional staff, academics, Outreach Ambassadors, and relationships with schools and corporate clients.

We encourage all students who make an application to study with us to attend an Open Day or bespoke visit so that they have an opportunity to learn more about our programmes, the support we offer both pastoral and financial and whether the more professional learning environment is right for them.

Financial Information including Scholarships, Bursaries and Prizes

Information relating to our student fees / funding is available on our [website](#) for all prospective and current students to access. Additional financial help for underrepresented student populations is as follows:

- Three Scholarships for 'Women into Finance from POLAR4 Q1/Q2' worth £1,500 are available to UK and EU with settled status female first year students.
- Five Scholarships for 'Mature Learners' each worth £1,000 are available to UK and EU with settled status first year students.
- Two Joint LIBF & ISH Scholarships (London Institute of Banking & Finance and International Students House) are available for Year 1 students from underrepresented student groups to support

our widening participation agenda. Each scholarship will cover tuition fees (fee waiver) and accommodation (fee waiver) for three years.

- For Means Tested Bursaries students must be in receipt of a tuition loan from Student Finance England (SFE). Total household income must be £40,000 or less per year. The amount available depends on total annual household income (please see table below). Means tested bursaries are available annually throughout the duration of study.

Total Household Income per annum	Bursary Amount
Up to £25,000	£1,000.00
£25,000 - £30,000	£650.00
£30,000 - £40,000	£300.00

Students must also meet our minimum attendance criteria of 80%.

- Two Asylum Seeker Bursaries worth a maximum of three years tuition fees each are available to support asylum seekers wishing to pursue a career in banking finance.
- Travel fund to support the most disadvantaged students attending our events (Open Days / Autumn University or REACH).
- Up to 20 free places available for our Summer / Autumn University Programme for students who meet two of the four criteria below:
 - Be living in a POLAR area with a classification of 1 or 2
 - Neither parent has attended higher education
 - In or have been in the care of the Local Authority
 - Receives free school meals

Presentations at Open Days and bespoke visits provide course fees and funding available via the Student Loans Company and information about our scholarships, bursaries and prizes. For self-funding students we also provide additional information on flexible payment plans. Confirmation of an offer to study at LIBF also includes annual course fees and any additional costs that students are likely to incur eg accommodation and books plus a link to our [Scholarships, Bursaries and Prizes Policy](#).

General Advice and Guidance

The HE Programmes Team is available to prospective and current students to provide advice and guidance on admissions, accessing the Student Loans scheme, eligibility for scholarships, bursaries and prizes. As a small HE provider, an integral part of our strategy is to build relationships with prospective students and provide essential 'hand holding' to those students who need some additional support.

We continue to work with our current student body to ensure that our information on tuition fees and financial support is clearly accessible on our website and comprehensible to students.

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 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
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 2020-21 entrants

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 2020-21 entrants

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	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

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 2020-21 to 2024-25

Provider name: The London Institute of Banking & Finance

Provider UKPRN: 10008289

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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£30,052.50	£41,621.25	£44,706.25	£44,706.25	£44,706.25
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£30,052.50	£41,621.25	£44,706.25	£44,706.25	£44,706.25
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£89,136.50	£137,715.25	£145,736.25	£145,736.25	£145,736.25
Research and evaluation (£)	£4,012.50	£6,324.25	£6,941.25	£6,941.25	£6,941.25

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£401,050.00	£632,425.00	£694,125.00	£694,125.00	£694,125.00
Access investment	5.0%	5.0%	5.0%	5.0%	5.0%
Financial support	22.2%	21.8%	21.0%	21.0%	21.0%
Research and evaluation	1.0%	1.0%	1.0%	1.0%	1.0%
Total investment (as %HFI)	28.2%	27.8%	27.0%	27.0%	27.0%

