



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

The London Institute of Banking & Finance's ambition and strategy as detailed in the 2019-20 access and participation plan:

Our ambition was to close the equality gaps, as identified in the analysis of our student data, throughout the lifecycle of the following groups:

- BAME students
- Female students from POLAR Q1/Q2
- Mature students

We know that these three groups of underrepresented students are also the groups that the financial services industry is focussing on in developing its diversity agenda.

To underpin our strategy to increase and support more diversity within our student body, and thus launch more students from underrepresented groups into careers within the financial services sector, we have committed to various activities within each part of the student lifecycle. These are set out below.

##### 1. ACCESS

We aimed to increase the number of enrolments from the following underrepresented student groups by:

- \* Introducing new scholarships for Female students from POLAR3 Q1/2 and Mature learners.
- \* Increasing our outreach activities via our REACH programmes. REACH (Routes to Enhancing ACHievement) is a series of one day free workshops, each one aimed at an access target group (BAME, Mature learners and Female students). Each interactive workshop hosts a variety of sessions that can include a keynote speaker to talk about diversity within banking and finance, an industry professional panel, careers and employability, networking skills and trading simulations.
- \* Increasing the number of school visits both on campus and at schools. We have focussed particular efforts in working with inner-London schools where there is a high percentage of underrepresented groups.
- \* Increasing participation in our Summer/Autumn University Programme by offering free places to students from underrepresented groups.

\* Introducing a travel fund for students from underrepresented groups to participate in our on-campus events such as REACH, Summer/Autumn University Programme, open days, offer holder days and bespoke visits.

## 2. SUCCESS

We aimed to increase success rates for students from underrepresented groups by:

\* Providing additional maths support to improve the numerical skills of students who have not studied maths at Level 3, or for those who achieved a low GCSE grade. Evidence suggests that it is more likely that students from underrepresented groups will achieve significantly lower GCSE results compared to their peers (DfE, Revised GCSE and equivalent results in England, 2017).

\* Continuing to support Female students through our Scholarship Programme. We have three scholarships available to all females and three additional scholarships for females specifically from POLAR4 Q1/Q2. Awards are made over a three-year period to ensure that recipients remain fully engaged and are progressing well.

\* Increasing the number of students from underrepresented groups attaining higher degree classifications. Our aim is to reduce the attainment gap between White and BAME students and also reduce the attainment gap between students from POLAR4 Q3-5 and Q1/Q2.

\* Decreasing the number of student withdrawals from underrepresented groups. We have introduced our STEPS programme (Support To Enhance Performance & Success). This initiative is offered to all students from widening participation backgrounds. It includes an invitation to a pre-enrolment day on campus to help the transition to HE, offer of a Peer Mentor (who will be a current student), an allocated Programme Support Officer for regular support meetings, and priority for our NANO Placements (industry work experience). Flexibility is also given with respect to timetabling to help students with a known disability, caring responsibilities or Mature learners to better support their needs. The progress and engagement of STEPS students is closely monitored to ensure that they remain on track and additional support is provided when needed.

## 2. Self-assessment of targets

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

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The London Institute of Banking & Finance’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Multiple)	Increasing female population to provide a better gender balance and provide better educated women to provide higher participation in management (eg executive boards) within the financial services industry	2017-18	21%	24%	30%	Percentage	2019-20	24	Limited progress
T16a_02 (Access)	Increasing mature population to address falling numbers of mature students entering higher education	2017-18	1%	11%	12%	Percentage	2019-20	17	Expected progress
T16a_03 (Access)	Increasing under-represented groups within the student population	2017-18	28%	35%	40%	Percentage	2019-20	40	Expected progress
T16a_04 (Success)	Maths Support Classes to improve numerical skills of students who haven't studied at Level 3. Will link to module performance targets, withdrawal rates and degree classifications	2018-19	0	0/0	10/30	Other	2019-20	5	Limited progress
T16a_05 (Progression)	Maintain our strong position with graduate outcomes and to support a range of services available for students up to three years after graduation.	2017-18	97%	90%+	90%+	Percentage	2019-20	100	Expected progress

**Other milestones and targets**

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	To inspire young people about careers in financial services and help raise attainment in schools and colleges we plan to expand our school visits programme	2017-18	20	21	22	Other	2019-20	58	Expected progress
T16b_02 (Access)	We are planning to increase the number of places available to students on our Autumn University, particularly for those students identified as underrepresented	2017-18	50/10	55/10	60/12	Headcount	2019-20	51 12	Limited progress
T16b_03 (Access)	In February 2018, we launched our REACH programme (Routes to Enhancing Achievement). This is a series of one day free workshops aimed at underrepresented groups of students. One of our partner organisations, Amplify Trading, has agreed to work collaboratively with us to provide students with the opportunity of participating in simulated trading workshops.	2017-18	2/80	3/120	3/150	Other	2019-20	3 50	Limited progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£11,568.75	£10,000.00	-14%
Financial Support	£41,647.50	£25,000.00	-40%

### 4. Action plan

Where progress was less than expected The London Institute of Banking & Finance has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will continue to increase awareness of our programmes and the career opportunities for females in the banking & finance sector through our increased outreach work (school visits programme, REACH events and Summer/Autumn University programmes). We will ensure that we have more female representation at our recruitment events as suggested by our student body.
T16a_04	We will continue to provide new students access to ALEKS and monitor their engagement with this tool and their progression. We will also put in place additional maths support for specific modules where required.
T16b_02	We will continue to promote this opportunity through our increased engagement with schools and through our association with IntoUniversity, a charity that supports disadvantaged young people to enter HE.
T16b_03	During the pandemic we noticed that participation in our online REACH events significantly increased. We will, therefore, incorporate online participation for future events.

## 5. Confirmation

The London Institute of Banking & Finance confirms that:

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

## Annex A: Commentary on progress against targets

The London Institute of Banking & Finance's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
We met our commitments as detailed in the plan by successfully delivering our Female REACH event and providing 3 'Women in Finance Scholarships' over a three-year period.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We introduced 3 new 'Women in Finance Scholarships', specifically targeting those who are from POLAR3 Q1/2 or IMD Q1/2 to further support our diversity agenda. This brings the total to 6 Women in Finance Scholarships that we offer to new students. We have also delivered a webinar "Gender equality in banking & finance - addressing the pay gap" which attracted a large audience (recording available on our website). Students have introduced a Women in Finance Society and have hosted various events with professional external speakers.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
We delivered 5 maths workshops on campus out of the proposed 10, each were 1.5 hours in duration. However, attendance was poor. We, therefore, will be providing a different format of maths support to encourage better engagement for the next academic year.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We enrolled students onto ALEKS, an online maths programme which adapts to each student, providing an individual path for students to learn and master different mathematical topics at their own pace. The resource provides greater flexibility for students to access information as and when needed.

<b>Target reference number: T16b_02</b>
How have you met the commitments in your plan related to this target?
We successfully delivered our Summer / Autumn University Programme. We met the target of offering 12 'free' places, but unfortunately the final number of participants with free places was 10.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We arranged an additional programme for the summer. However, this was postponed to the autumn due to the Covid-19 pandemic. The event was limited to 25 students due to Covid-19 capacity restrictions, but we were able to offer 8 free places (32%) to disadvantaged students. 23 students attended. The event was reduced to two days from three and was a mix of on

campus and online activities. In total (both events) we had 74 attendees with 18 free places taken up (24%).

**Target reference number: T16b\_03**

How have you met the commitments in your plan related to this target?

We successfully delivered 3 REACH events during the academic year. Each event had a focus: BAME, Women and Mature. Attendance, however, was less than expected.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We developed a 'REACH on the Road' version to hold similar events in major cities in the UK. Unfortunately our first event scheduled for Birmingham was cancelled due to the pandemic. We also increased the marketing of these events, specifically to organisations that support underrepresented groups.



## Annex B: Optional commentary on targets

The London Institute of Banking & Finance's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	When analysing the data we focussed on full-time students as our part-time programmes are being phased out with no new enrolments and our apprentices are provided by the employers. The data sets we used for our analysis are from our own data (HESA return November 2020) and look at all new students who joined us during the academic year 2019/20.
T16a_02	When analysing the data we focussed on full-time students as our part-time programmes are being phased out with no new enrolments and our apprentices are provided by the employers. The data sets we used for our analysis are from our own data (HESA return November 2020) and look at all new students who joined us during the academic year 2019/20.
T16a_03	When analysing the data we focussed on full-time students as our part-time programmes are being phased out with no new enrolments and our apprentices are provided by the employers. The data sets we used for our analysis are from our own data (HESA return November 2020) and look at all new students who joined us during the academic year 2019/20. Please note, when targets were discussed at the APP Working Group, we reported the percentage of BAME students recruited at Level 4 only which accounts for the slight difference in the reported figures compared to the student submission.
T16a_04	
T16a_05	
T16b_01	
T16b_02	
T16b_03	