



LONDON ACADEMY FOR APPLIED TECHNOLOGY

ACCESS AND PARTICIPATION STATEMENT 2026–27

Supporting equality of opportunity across access, participation, attainment and progression

Field	Detail
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Provider	London Academy for Applied Technology Ltd (Company No. 12365859)
Campuses covered	Tower Hill / Tower Bridge, Brentford and Croydon
Awarding partner	Plymouth Marjon University (BSc (Hons) Business provision)
Prepared by	Student Experience Lead and Quality and Compliance, on the evidence base in the LAAT Student Profile Report (June 2026)
Approved by	Board of Governors
Date approved	June 2026
Review cycle	Annual, and earlier following a material change
Next review	By June 2027, or sooner if the student population or OfS conditions change materially

Regulatory and scope statement. LAAT publishes this Statement under OfS Condition A2 because it charges fees at or below the basic fee amount for its qualifying courses. LAAT delivers its BSc (Hons) Business provision in partnership with Plymouth Marjon University, which acts as the awarding body and is separately registered with the OfS. Where data in this Statement derive from LAAT-taught cohorts registered with Plymouth Marjon University, this is presented as contextual evidence of the learners LAAT serves; it does not transfer Plymouth Marjon University's Access and Participation Plan obligations to LAAT. Section 2 sets out how the two institutions' responsibilities are distinguished.

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1. Public Commitment and Purpose

London Academy for Applied Technology Ltd (“LAAT”) is a private higher education provider incorporated in England and Wales (Company No. 12365859), operating from campuses at Tower Hill / Tower Bridge, Brentford and Croydon. LAAT delivers higher education programmes in partnership with Plymouth Marjon University, leading to BSc (Hons) Business awards.

LAAT is committed to ensuring that people from disadvantaged backgrounds and under-represented groups have a fair opportunity to enter higher education, to participate successfully, to achieve meaningful educational gain, and to progress into graduate employment, further study, enterprise or other positive outcomes.

LAAT treats access and participation as a whole-student-lifecycle responsibility. It begins with accurate information and fair admission; continues through transition, teaching, assessment, support, belonging and completion; and extends to progression and graduate development. Access without a credible prospect of success is not, in LAAT’s view, meaningful widening participation.

This Statement is underpinned by the following institutional principles:

- Student interests first – recruitment, commercial or growth objectives will not override fair treatment, academic quality, sufficient support or students’ ability to complete.
- Evidence before commitment – public claims, targets and interventions are supported by controlled evidence, clear definitions and named ownership.
- Capacity before growth – new cohorts, courses, locations or modes proceed only when staffing, support, learning resources, estate, digital systems and funding are demonstrably available.
- Inclusive and co-produced – students and staff help identify barriers, design responses and evaluate whether activity works.
- One source of truth – student, course, partner, fee, outcome and expenditure information reconciles across this Statement, the business plan, the Quality Plan and regulatory submissions.
- Continuous improvement – LAAT publishes not only strengths but also material limitations and the actions taken in response.

2. Regulatory Basis, Scope and Relationship to Other Documents

OfS Condition A2 requires a registered provider that charges fees at or below the basic fee amount to publish an access and participation statement, and to review and re-publish it at least annually. Unlike an Access and Participation Plan (required under Condition A1 of providers charging fees above the basic amount), a Condition A2 statement does not require prior OfS approval of its content, but it must be genuinely evidence-based, easy to find, and kept current.

LAAT charges fees up to the basic fee amount and is accordingly subject to Condition A2. This is LAAT’s Condition A2 statement for the 2026–27 academic year (1 August 2026 to 31 July 2027).

LAAT delivers its degree programmes in partnership with Plymouth Marjon University, which acts as the awarding body for LAAT’s BSc (Hons) Business provision and is separately registered with the OfS,

holding its own Access and Participation Plan. Where current LAAT-taught cohorts are registered with Plymouth Marjon University, their characteristics are used in this Statement as contextual evidence of the learners LAAT serves; this does not transfer Plymouth Marjon University's Access and Participation Plan obligations to LAAT. LAAT's governance framework maintains a standing item, held jointly by Governance and the Quality and Compliance Team, to confirm with Plymouth Marjon University's governance team the scope of, and data-sharing arrangements for, any LAAT-taught students within Marjon's Access and Participation Plan.

Should LAAT's registration category, fee position or partnership arrangements change such that Condition A1 applies to LAAT directly, the governance and monitoring arrangements set out in Sections 12 and 13 of this Statement provide the institutional foundation on which a full OfS-approved Access and Participation Plan would be built.

This Statement should be read alongside LAAT's Student Protection Plan, Tuition Fee Policy, Admissions Policy and Recognition of Prior Learning arrangements, and, where relevant, Plymouth Marjon University's Access and Participation Plan.

3. Our Student Body: Evidence and Profile

3.1 Data sources and methodology

This section summarises LAAT's evidence base on the characteristics of its current student body, drawn from LAAT's Student Profile Report (June 2026), which analyses students enrolled across LAAT's 2025–26 intakes at the Tower Bridge, Brentford and Croydon campuses (September 2025, January 2026 and May 2026 intakes). Throughout this section, figures are presented as percentages of the analysed cohort rather than as headcounts; LAAT holds the underlying records and is reconciling a small number of discrepancies between source registers as part of the data-quality actions in Appendix A.

Key fields extracted and analysed include date of birth (used to derive age and mature-student status), postcode (geographic distribution), nationality and country of birth (contextual diversity indicators), and highest entry qualification (prior attainment). Date of birth and postcode were recorded for almost all students; nationality was identifiable, after data cleaning, for around three-quarters of the cohort. Students recorded as 'not continuing' were excluded from the analysis.

3.2 Age profile

Age was calculated relative to June 2026 from recorded dates of birth, with a high level of data completeness.

Age band	% of cohort	Cumulative %
Under 18	0.0%	0.0%
18–20 (young students)	7.7%	7.7%
21–24	10.1%	17.8%
25–29	13.1%	30.9%
30–34	15.1%	46.0%

Age band	% of cohort	Cumulative %
35–39	15.6%	61.5%
40–49	25.2%	86.7%
50 and over	13.2%	100.0%

The modal age band is 40–49 years (25.2% of the cohort), followed by 35–39 years (15.6%) and 30–34 years (15.1%). Students aged 50 and over represent 13.2% of the total.

Under the OfS definition, mature students are those aged 21 or over at the start of their programme:

Student category	% of cohort
Mature students (21+)	92.3%
Young students (under 21)	7.7%

Mature students make up the substantial majority of LAAT’s cohort. This is a strong evidence-based indicator that a large proportion of students are combining study with full-time employment, caregiving or family responsibilities, which informs the flexible, support-led delivery model described in Section 6. The spread across age bands – from early-adult returners (21–24) through peak working-age learners (40–49) to older adults (50+) – indicates a community-based, lifelong-learning population rather than a single demographic group.

3.3 Geographic distribution

Postcode data was available for the large majority of students. Records were classified as London or non-London based on standard postcode-prefix mapping.

Geographic category	% of identifiable records
London postcodes	71.5%
Non-London postcodes	28.5%

Non-London students are drawn primarily from areas including Chatham and Medway in Kent, Bedford and Bedfordshire, Margate in Kent, and the Derby area, reflecting LAAT’s reach beyond the capital.

Top postcode areas (as a percentage of the total cohort):

Rank	Postcode area	% of total cohort
1	E6 (East Ham / Newham)	6.7%
2	ME4 (Chatham, Kent)	5.5%
3	IG1 (Ilford)	3.1%

Rank	Postcode area	% of total cohort
4	DE23 (Derby)	3.0%
5	TW8 (Brentford)	2.5%
6	IG11 (Barking)	2.4%
7	E12 (Manor Park)	2.2%
8	MK42 (Bedford)	2.0%
9	E17 (Walthamstow)	1.9%
10	N22 (Wood Green)	1.7%

The postcode data shows a concentration of enrolment in specific London boroughs – including Newham, Waltham Forest, Haringey, Enfield, Redbridge, and Barking and Dagenham – alongside regional clusters around Chatham, Derby and Bedford. LAAT currently classifies these using broad postcode-area prefixes rather than full postcodes mapped to official deprivation or participation measures (such as the Index of Multiple Deprivation or POLAR4/TUNDRA). This pattern is presented as contextual evidence of where LAAT’s students live; it is not yet a confirmed measure of deprivation or low-participation status. Completing full-postcode mapping against current official classifications is a priority action (Appendix A).

3.4 Nationality and domicile

Nationality is recorded for administrative and contextual purposes. It is not, on its own, an OfS widening-participation measure, and it is not a reliable proxy for ethnicity, socioeconomic disadvantage or first-generation higher-education status. It is presented below as descriptive context only, pending the introduction of direct HESA-aligned ethnicity, disability and parental-HE-attendance data from September 2026 onwards (Section 3.7).

Among students with an identifiable nationality (around three-quarters of the cohort, after data cleaning), the recorded distribution is as follows.

Nationality group	% of total cohort
Romanian (all variants)	31.8%
Slovak (all variants)	27.9%
Polish (all variants)	5.7%
Bulgarian (all variants)	4.5%
Latvian	3.5%
British/UK	3.4%
Czech Republic	1.0%

Nationality group	% of total cohort
Other (incl. Lithuanian, Portuguese, not recorded)	22.2%
Total	100.0%

Within the group of records with an identifiable nationality, approximately 96% are non-UK European nationals and approximately 4% are British/UK nationals. LAAT's cohort therefore includes a significant concentration of long-resident EEA communities, particularly Romanian and Slovak nationals, who together account for close to 60% of the total cohort. These communities are recognised in sector literature as facing distinct barriers to HE access, including language barriers and limited awareness of the UK higher education system. LAAT presents this composition as contextual information and will continue to develop direct, self-declared measures of disadvantage, ethnicity and first-generation status, rather than relying on nationality as a substitute.

3.5 Entry qualifications

Entry qualifications were recorded via a highest-entry-qualification field at the point of vetting.

Entry qualification category	% of cohort
Level 3 or equivalent (standard entry)	45.8%
Level 4 (advanced / top-up entry)	10.8%
Level 5 (advanced / top-up entry)	5.0%
Diploma (level unspecified)	4.0%
A-Levels	0.1%
Degree or higher	0.1%
GCSE	0.1%
Other / not specified	1.4%
Not recorded at time of vetting	32.9%
Total	100.0%

Level 3 or equivalent is the dominant entry route (45.8%), representing the standard minimum entry requirement for higher education in England. A further 15.8% of students enter at Level 4 or Level 5, typically applying for top-up degree provision.

The 32.9% of records with no qualification recorded at the time of vetting is treated as a data-quality and verification matter rather than as confirmed evidence of a particular entry route. It reflects a mix of (i) qualification documents still being verified at the point of enrolment, (ii) cases under consideration for recognition of prior learning, and (iii) overseas qualifications awaiting equivalency assessment. LAAT will distinguish verified qualifications, approved recognition-of-prior-learning decisions, pending verification and genuinely missing data as separate categories from the 2026–27 intake onwards (Appendix A).

3.6 Summary of widening participation indicators

Indicator	% of cohort	Context
Mature students (21+)	92.3%	Well above the typical national profile for HE entrants
Students aged 30–49	55.9%	Core working-age learner group
Students aged 50+	13.2%	Older adult learners
London-postcode students (of identifiable records)	71.5%	Concentrated in specific east/north London postcode areas (3.3)
Non-UK European nationals (of identifiable records)	~96%	Predominantly long-resident EEA communities
British/UK nationals (of identifiable records)	~4%	Minority within the current cohort
Level 3 entry (standard route)	45.8%	Principal HE access route for this cohort
Level 4/5 entry (advanced/top-up route)	15.8%	Prior HE learners
Qualification not recorded at vetting	32.9%	Data-quality/verification gap, not a confirmed access route

3.7 Data limitations and ongoing development

The analysis above uses nationality and broad postcode area as contextual indicators only. They are not a substitute for formal HESA-aligned ethnicity self-declaration, disability disclosure, full-postcode deprivation/participation classification, or parental-HE-attendance data, all of which OfS reporting ultimately requires. LAAT's EDI data-capture framework introduces mandatory and voluntary fields to collect this information from September 2026 enrolment onwards; non-disclosure will not disadvantage any applicant or student. Until that data is in place, the characteristics in this section should be read as contextual evidence rather than confirmed protected-characteristic data.

LAAT is also reconciling a small inconsistency between the headline cohort total and the sum of individual intake/campus registers in the underlying Student Profile Report. This reconciliation, together with a signed data-assurance statement, will be completed before the next annual update of this Statement (Appendix A), and LAAT will maintain an evidence register recording the source, census date, definition and approval of every published figure.

4. Equality of Opportunity: Priorities and Risks

Drawing on the evidence in Section 3 and LAAT's operational data, LAAT has identified the following priority areas for equality of opportunity in 2026–27:

- Mature learners balancing study with employment or caring responsibilities (92.3% of the cohort) – requiring flexible engagement, transition support and accessible delivery (Section 6).

- Geographic concentration in specific postcode areas associated, on a contextual basis, with higher deprivation and historically lower HE participation, pending full official classification (Section 3.3).
- Possible financial precarity associated with the cohort's composition – relevant to financial resilience and digital inclusion (Section 8).
- Continuation and engagement risk, particularly the current red-risk engagement designation at the Brentford campus (Section 6).
- Absence of graduate outcomes data under OfS Condition B3, as no LAAT cohort has yet completed a full course of study (Section 7).
- Limited current evidence on disability, mental health, caring responsibilities, care experience and estrangement – a priority for the HESA-aligned data capture set out in Appendix A.

5. Access: Information, Outreach and Fair Admission

- Admissions processes are kept under review to ensure transparency and accessibility of information, as part of LAAT's wider compliance programme for OfS Conditions C1–C3.
- The student profile evidence in Section 3 confirms that LAAT's current cohort is already strongly drawn from mature learners, lower-income communities and migrant/minority backgrounds. Flexible learning options, recognition of prior learning for eligible applicants, and personalised academic support remain available to these groups.
- LAAT will publish complete provider, partner, award, fee, cost, location and timetable information for each qualifying course ahead of recruitment for each intake.
- LAAT intends to develop outreach partnerships with local councils, schools, employers and community organisations – particularly in the boroughs and areas most represented in the current cohort (Newham, Waltham Forest, Haringey, Enfield, Redbridge, and Barking and Dagenham, together with the Chatham, Derby and Bedford areas) – with a defined target group, objective and evaluation approach for each partnership before it is publicised.

6. Participation and Success: Transition, Learning and Support

6.1 Delivery model and student support

LAAT's delivery model and academic calendar are designed with the needs of working and caring mature students in mind, reflecting the evidence in Section 3.2 that the substantial majority of the cohort balance study with employment or family responsibilities. Course locations, modes and timetables follow LAAT's approved and published programme schedule for each campus.

LAAT provides a coordinated student support service across its three campuses, delivered in collaboration with the IT and Assessment departments. Support covers attendance queries and monitoring, council tax and housing letters, Student Loans Company correspondence, student ID card processing, IT and virtual learning environment access, academic submission support and assessment guidance.

Approximately 50% of enrolled students raised at least one support query in 2025–26, with the most frequent areas of need being attendance documentation, council tax letters, ID cards and Student

Loans Company correspondence. LAAT's service standard is to acknowledge all queries within 24 hours and to resolve at least 90% of routine queries within 48 hours, with urgent cases prioritised for same-day response. Establishing a consistent, system-based case-management record across all three campuses is a priority action for 2026–27 (Appendix A).

Attendance monitoring begins from Week 1 of each cohort and is tracked continuously. Students who are absent in Weeks 1–2 receive immediate, targeted outreach intended to support re-engagement before any withdrawal process begins.

6.2 Continuation and engagement

LAAT recorded a withdrawal rate of approximately 3% and a deferral rate of under 1% across its January 2026 and September 2025 intakes in the 2025–26 academic year, with non-engagement the primary recorded cause of withdrawal. Of recorded withdrawals, around 61% relate to the Tower Hill / Tower Bridge campus. Separately, engagement at the Brentford campus has fallen below 60% and has been designated a red risk, with a campus-specific intervention plan in development.

These figures are based on internal Student Interest Committee reporting as at April 2026 and are being reconciled with confirmed census dates and denominators as part of the data-quality actions in Appendix A. A breakdown of continuation and withdrawal by student characteristic (age, geography or other group) is not yet available and will be incorporated once the data capture described in Section 3.7 is complete.

6.3 Assessment literacy and academic integrity

Fewer than 5% of students were subject to an academic misconduct or AI-detection case in 2025–26, each managed through LAAT's standard operating procedure. LAAT treats this as an assessment-literacy and academic-integrity matter, addressed through targeted guidance and the planned embedding of AI literacy across all modules in 2026–27, rather than as an access or participation indicator in its own right.

6.4 Student satisfaction and voice

Internal student surveys have consistently achieved response rates above 70%, with satisfaction levels above 75%. LAAT's target is to maintain both of these levels through 2026–27. Section 11 describes the student voice structures through which this feedback is gathered and acted upon.

7. Progression: Employability and Graduate Outcomes

As no LAAT cohort has yet completed a full course of study – the September 2025, January 2026 and May 2026 intakes are all still progressing – LAAT does not currently hold graduate outcomes data under OfS Condition B3. This is a recognised gap, identified at Board level as an employability risk to be addressed proactively rather than retrospectively.

A Careers Desk pilot was launched at Tower Hill in April 2026 to provide employability support, career guidance and access to work-placement opportunities ahead of the first cohorts completing. The pilot is planned to extend to the Brentford and Croydon campuses by July 2026, supported by weekly employability workshops covering professional skills, networking and employer engagement, and by

developing partnerships with local employers and community organisations relevant to the areas described in Section 3.3.

LAAT will establish a graduate leaver survey and tracking mechanism from the point of first course completion (expected in 2026–27), creating a verified baseline for graduate outcomes. Rather than setting an outcome target in advance of any baseline, LAAT will set evidence-based targets aligned with the OfS 15-month progression measure once that baseline is established.

8. Financial Support and Digital Inclusion

LAAT's current students are funded through the Student Loans Company and are in receipt of government-backed maintenance and tuition fee support. Given the evidence in Section 3 that the cohort is predominantly composed of mature students and migrant/minority communities, for whom financial resilience is a relevant consideration, LAAT regards a properly approved and funded Hardship Fund as a priority.

A Hardship Fund and complementary digital-inclusion support are in development. Consistent with LAAT's evidence-before-commitment principle (Section 1), these will be published and promoted as a student entitlement only once they have been formally approved, funded and made operational by the Board, on the recommendation of the Audit, Risk and Finance Committee (Appendix A).

9. Objectives, Measures and Targets for 2026–27

LAAT will measure the effectiveness of its access and participation activity against the objectives below. Results will be reported to the Board of Governors, principally through the Student Interest Committee, and this Statement will be reviewed and updated at least annually.

What we will measure	How	Frequency	Target
Withdrawal and continuation	Student records, by campus and cohort	Monthly; annual report	Reduce the withdrawal rate below 5% across all cohorts by 2027–28, with reconciled campus/cohort denominators
Brentford campus engagement	Attendance monitoring system	Weekly	Increase Brentford engagement above 70% by September 2026
Graduate outcomes (OfS B3)	Leaver survey and Careers Desk tracking	Annually	Establish a verified baseline in 2026; set targets aligned to the OfS 15-month measure thereafter
Student satisfaction and voice	Internal surveys	Each term	Maintain response rate above 70% and satisfaction above 75%

What we will measure	How	Frequency	Target
Student support response	Case records and Hardship Fund logs	Each term	Acknowledge 100% of queries within 24 hours; resolve at least 90% within 48 hours
Demographic / EDI dataset	HESA-aligned admissions data	Annually at enrolment	Complete HESA-aligned dataset for all students from September 2026 enrolment
Postcode and deprivation mapping	Full-postcode classification (IMD / relevant participation measure)	Annual refresh	Full-postcode classification in place by December 2026

10. Monitoring, Evaluation and Data Quality

LAAT will maintain an access and participation dashboard covering the whole student lifecycle – access, student profile, participation, success, progression, resourcing and evaluation – integrated with the Annual Business Planning Cycle, Quality Plan and institutional risk register.

Each material intervention will be supported by a short theory of change, identifying the barrier or risk addressed, the target group, the expected mechanism, and the evidence by which success will be judged. LAAT will distinguish implementation evidence (whether an activity happened) from outcome evidence (whether it made a meaningful difference), and will report null or negative findings as well as positive ones.

Where cohort sizes are small, LAAT will use counts rather than percentages to avoid both statistically unstable rates and any risk of identifying individuals, in line with standard OfS small-number conventions. Data collection will operate under LAAT’s data-protection and information-governance arrangements, with a defined purpose, lawful basis, retention period and access controls for every dataset, and published data will be aggregated or suppressed wherever there is a risk of identifying an individual.

11. Student Partnership and Consultation

LAAT operates a three-tier student voice structure across all campuses: the Student Voice Committee (institutional level), the Student Interest Panel (monthly, operational level) and the Student Interest Committee (a Board sub-committee). A Student Governor sits on the Student Interest Committee and attends full Board of Governors meetings, ensuring student perspectives reach the highest level of institutional governance.

A Student Representative programme operates across all cohorts, with representatives advocating for their peer groups, attending governance meetings and contributing to ‘You Said / We Did’ feedback cycles. Internal surveys have consistently achieved response rates above 70% (Section 6.4).

This Statement has been considered through LAAT’s formal student voice route prior to publication. From the next annual update onwards, the published Statement will include a short consultation

record stating who was engaged, the main issues raised, what changed as a result, and what LAAT did not change and why.

12. Governance, Accountability and Resourcing

The table below sets out the principal governance roles for access and participation at LAAT and the line of accountability that runs from day-to-day operational delivery through to the Board of Governors. Operational and campus-level data – admissions and entry-qualification data (Section 3), attendance and engagement monitoring (Section 6), student support caseload (Section 6) and academic-quality data (Section 6.3) – is collated by Quality and Compliance and the Student Experience function and reported into committee-level oversight, principally the Student Interest Committee, the Academic Board and the Audit, Risk and Finance Committee, before matters of Board-level significance are escalated to the Board of Governors.

Role	Responsibility
Board of Governors	Ultimate accountability for OfS Condition A2, student interests, approval of this Statement, annual targets, resourcing and website publication.
Accountable Officer	Executive owner of OfS regulatory compliance, including access and participation; reports to the Board of Governors.
Academic Board	Academic oversight of access, transition, inclusive teaching, support, attainment, educational gain and progression.
Student Interest Committee	Formal student-interest review of this Statement; escalates material student risks and unresolved actions to the Board.
Senior Management Team	Governance and regulatory assurance; confirms evidence integrity and consistency with LAAT's Articles and conditions of registration.
Senior Leadership Team	Operational delivery, resourcing and integration of access and participation activity with the annual business plan.
Audit, Risk and Finance Committee	Scrutinises material financial commitments – including the Hardship Fund and access and participation spend – affordability, risk and value for money.
Dean	Academic lead for curriculum, outreach, admissions and student outcomes.
Chief Financial and Operations Officer	Financial reporting on access and participation spend, fee confirmation and administration of the Hardship Fund.
Student Experience Lead	Operational lead for student voice, retention, wellbeing and participation activity; compiles support-usage data.
Quality and Compliance	Prepared the Student Profile Report underpinning Section 3; responsible for ongoing data analysis, reconciliation and dashboard reporting.

Role	Responsibility
Plymouth Marjon University	Discharges its responsibilities as awarding body under the partnership agreement; confirms data-sharing and any Access and Participation Plan scope affecting LAAT-taught students.

12.1 Resourcing and capacity

Commitments in this Statement will be costed and incorporated into LAAT's rolling business plan, annual operating plan, budget, workforce plan and risk register. LAAT will not use an access commitment to justify recruitment that exceeds academic or support capacity; new cohorts, courses, campuses or modes will proceed only once staffing, support, learning resources, digital systems and funding are confirmed as available.

13. Publication and Annual Review

This Board-approved Statement is published in an easily accessible location on LAAT's website. The webpage identifies the version, approval date, reporting period, next review date, and a contact for questions or an alternative accessible format. The Statement is available in an accessible document format, with headings, tables and reading order checked before publication.

LAAT will update and re-publish this Statement at least annually, reflecting verified achievements, outcomes, limitations and future priorities rather than simply changing the date. An earlier review will take place following any material change in registration category, fee position, partnership arrangements, course portfolio, campus or delivery mode, student population, support entitlement, financial risk, or OfS requirements. Superseded versions, and the evidence used to support each publication, are retained in LAAT's controlled records.

Appendix A. 2026–27 Access and Participation Action Plan

Ref	Action	Owner	Due
A1	Confirm LAAT's registration category, A2 applicability and fee position; distinguish LAAT-registered from partner-registered provision.	Accountable Officer	Before next annual republication
A2	Reconcile the Student Profile Report headline totals and establish an evidence register with defined census dates.	Quality and Compliance	Q3 2026
A3	Complete full-postcode mapping against current official deprivation/participation classifications.	Quality and Compliance	December 2026
A4	Introduce HESA-aligned EDI data capture (ethnicity, disability, parental HE attendance, care experience, carer status).	Quality and Compliance / Admissions	From September 2026 enrolment
A5	Distinguish verified qualifications, approved recognition-of-prior-learning decisions, pending verification and missing data in entry-qualification records.	Admissions / Quality and Compliance	From September 2026 enrolment
A6	Approve and fund the Hardship Fund and digital-inclusion support before publicising either as a student entitlement.	Chief Financial and Operations Officer / Audit, Risk and Finance Committee / Board	Q3 2026
A7	Confirm LAAT students' entitlement to Plymouth Marjon University partner services (library, careers, digital).	Dean / Partnership Lead	Before 2026–27 induction
A8	Extend the Careers Desk pilot to Brentford and Croydon campuses.	Dean	July 2026
A9	Establish the graduate-tracking mechanism and a verified OfS Condition B3 baseline.	Student Experience Lead / Careers Desk	From first completions, 2026–27
A10	Implement consistent, system-based case-management recording for student support across all three campuses.	Student Experience Lead	September 2026
A11	Develop outreach partnerships in priority boroughs/areas with a defined target group, objective and evaluation for each.	Dean / Admissions	Through 2026–27
A12	Complete student consultation on this Statement and record the resulting changes.	Student Experience Lead / Student Interest Committee	Before 2027–28 republication

Ref	Action	Owner	Due
A13	Complete mid-year evaluation and feed findings into the 2027–28 annual planning cycle.	Accountable Officer / Senior Leadership Team	March 2027

Appendix B. Reference Sources

1. Office for Students, Regulatory Framework – Condition A2: Access and participation statement. www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/part-v-guidance-on-the-general-ongoing-conditions-of-registration/condition-a2-access-and-participation-statement/
2. Office for Students, Regulatory Advice 3: Registration of English higher education providers with the OfS. www.officeforstudents.org.uk/publications/regulatory-advice-3-registration-of-english-higher-education-providers-with-the-ofs/
3. Office for Students, Regulatory Advice 7: Advice on preparing an access and participation statement. www.officeforstudents.org.uk/media/1110/ofs2018_07.pdf
4. Office for Students, Equality of Opportunity Risk Register. www.officeforstudents.org.uk/providers/equality-of-opportunity/equality-of-opportunity-risk-register-eorr/
5. Office for Students, Access and participation data dashboard. www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
6. Plymouth Marjon University, Access and Participation Plan 2025–26 to 2028–29. www.marjon.ac.uk/about-marjon/governance--management/university-strategies--policies/Access-and-Participation-Plan-2025-26-to-2028-29.pdf

Key LAAT source documents: Articles of Association; Management and Governance Framework; Annual Business Planning Cycle 2026–27; Value for Money Statement and Framework; Financial Regulations; Quality Plan; Learning, Teaching and Professional Development Framework; VLE Expectations and Standards of Use; Employability Framework and Careers Desk arrangements; Student Protection Plan; Admissions and Recognition of Prior Learning arrangements; Student Profile Report (June 2026); partnership agreement with Plymouth Marjon University.

Document Governance

Field	Detail
Version	1.0 (Final) – June 2026
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Field	Detail
Next review	Annual – by June 2027, or sooner if the student population or OfS conditions change materially