Queen Mary University London

Access and participation plan: 2020-21 to 2024-25

Introduction

Queen Mary University of London is a Russell Group university with a difference. We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines, offering more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked joint 7th, based on quality of outputs, in the UK in the last Research Excellence Framework in 2021. We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (2016/17). We have five campuses in London, and a presence in Malta, Paris, China (through transnational education) and Singapore.

The vision of our University Strategy is 'opening the doors of opportunity'. We were very proud to be named the top University in the country for social mobility[1] in an independent study conducted by the Institute of Fiscal Studies and the Sutton Trust in 2021. Our values – inclusive, proud, ambitious, collegial, ethical – highlight our commitment to social justice and social mobility. We aspire to be world-leading in diversity, inclusion and success, ensuring that anyone whom we can support to flourish at Queen Mary can join us, irrespective of their background. We combine our commitment to inclusion with a commitment to excellence. Unlike many other Russell Group universities, we attract a very diverse student population. Of our home students, 75% are BAME, 49% are the first in their family to go into higher education, and over 35% are from households where the annual taxable income is less than £20k.

We are deeply embedded in the local community and were the first UK university to be awarded a platinum watermark for public engagement by the National Coordinating Centre for Public Engagement. Our engagement includes working closely on education and health agendas; we have strong relationships with local schools, built from decades of working closely together. Our education strategy has been co-created with students with the vision of "co-creating an outstanding, all-inclusive world-class education, enhanced by the richness of our diverse student population".

Our education strategy is built on four pillars of excellence: education, engagement, employability and the learning environment. It is brought to life through five interrelated components which provide all students with a rich learning experience. The interrelated components are: student-paced learning activities, interactive large group sessions, 'learning by doing' sessions, small active learning groups, and co-curricular activities. Through these interrelated components, underpinned with support, feedback and skills development, we are able to deliver the ambition of being the most inclusive university of its kind. To achieve the goals in our 2030 Strategy, we are undertaking a series of strategic projects. Many of these are co-created with our students.

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[1] https://ifs.org.uk/publications/15844

Our University Strategy is underpinned by a number of key performance indicators. The education KPIs relate to the targets of our Access and Participation Plan (APP). In common with other institutions that have a broad and diverse student population, whilst we are proud of our successful performance in access, we realise we have work to do in improving continuation rates (Merrill and Johnston 2011; Woodfield 2014). Nationally, continuation rates tend to be lower amongst commuter students, mature students and BAME students (Woodfield 2014). 75% of our student population is BAME, and approximately 40% of our students commute.

In order to provide effective and holistic support for our diverse population, and through our co-created approach to our education and student experience, we have developed our capacity for monitoring relevant data at all levels of the institution. We have and are continuing to work with student interns to elicit 'on the ground perspectives' on certain issues (such as the experience of particular cohorts, including commuter students and BAME students) to ensure that all students can reach their full potential at Queen Mary. This approach is woven into our APP. The diversity of our population leads to a strategy that includes a wide range of activities, targeted to particular communities, described below. Considering the socioeconomic background of many of our students, financial support for our students is a key component of our approach.

1. Assessment of performance

Our Context: Tower Hamlets, where Queen Mary's largest Mile End and Whitechapel campuses are based, is one of the most deprived areas of London. 39% of children live in income-deprived households in the borough, which is the highest in the UK. It is also very ethnically diverse: 70% of people are BAME. However, within our local areas, there are no 18-year-olds from POLAR4 Quintile 1 and a minimal number from Quintile 2 (and none in Tower Hamlets). Most local 18-year-olds live in designated Quintile 4 areas, with a significant number in Quintile 3 areas. Unlike many other Russell Group universities, we recruit heavily from our local areas. Almost 50% of our new home undergraduates come from within 15km of the University, and 70% from within 25km. A significant percentage of our students come from income-deprived backgrounds: over 30% of our home students are from households where the household income, as assessed by Student Finance England, is less than £15,000, and 27% come from families with an assessed household income of less than £10k.

Using the POLAR4 Measure: A number of studies have raised concerns that the POLAR measure is not fit for purpose, particularly for London due to demographic changes and the heterogeneity of most areas (Atherton and Mazhari 2019a and 2019b; Harrison and McCaig 2015)[2]. At an event hosted by the OfS on 1 May 2019 both Professor Vikki Boliver and Professor Sally Mapstone discussed the limitations of POLAR, and the need for a measure that works at the level of the individual not the postcode. We do not believe that POLAR is a good proxy for success in widening participation for universities such as ours, and is in fact misleading: we know that many of our students came from backgrounds typically under-represented in Russell Group universities (such as very economically-deprived backgrounds, BAME groups, and first in family to attend university). Participation is higher in London, and the re-categorisation of low-participation neighbourhoods based on the implementation of POLAR4 data has resulted in even fewer postcodes falling into Quintile 1. We are aware we recruit less POLAR4 quintile 1 and 2 students than other Russell Group universities; however, as 1) there are very few students falling into these areas in the local area from which we recruit (see below), and 2) we believe using POLAR is flawed as many areas within one POLAR classification are in fact heterogeneous, we believe that setting a target to improve our performance using a flawed metric would not be an advisable strategy. We believe it is a better use of our resources to ensure we continue to recruit the very diverse range of students who currently come to Queen Mary, and that we support them to succeed and progress into suitable employment.

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[2] Atherton and Mazhari (2019a) *Preparing for Hyper-diversity: London's Student Population in 2030*, London: NEON; Atherton and Mazhari (2019b) *Working Class Heroes: Understanding access to higher education for white students from lower socio-economic backgrounds,* London: NEON; Harrison, N. and McCaig, C. (2015) An ecological fallacy in higher education policy: The use, overuse and misuse of 'low participation neighbourhoods'. Journal of Further and Higher Education, 39 (6). pp. 793-817.

In our Performance Assessment and access strategy we therefore use the Index of Multiple Deprivation (IMD). In addition, we compare Queen Mary's new undergraduate population with that of the local population (defined as any local authority with a centre point within 15km of Queen Mary) where more than 50% of our students come from, in the knowledge that research (e.g. Donnelly and Gramsu 2018)[3] shows students from WP backgrounds tend to go to their local university.

Students from outside the Greater London area: We commit to undertaking further, in-depth analysis of the characteristics of students who come to Queen Mary from outside the Greater London area. This will consider any gaps that may become apparent between POLAR quintiles (noting that this is a more meaningful measure outside Greater London), intersections of characteristics such as gender, ethnicity and IMD, and national priorities for the most underrepresented groups in higher education, such as British men and women from lower socioeconomic backgrounds. Before the end of December 2019, we will update our self-assessment in the light of this analysis. Before the end of February 2020, we will define further access targets, through a process of co-creation with student representatives, reflecting the areas of focus in the analysis.

Note on the data sets: Most of our institution-specific data is based on validated HESA data. We have also drawn on the Office for Students (OfS) dashboards, comparator datasets for population from the Office of National Statistics and other third party and sector analysis. Please refer to Annex 1 for fuller details.

1.1 Higher education participation, household income, or socioeconomic status 1.1.1

1.11 ACCESS – POLAR4: Queen Mary recruitment of POLAR4 Quintile 1 and Quintile 2 students is ahead of the local population (that is, all boroughs whose centre lies within 15km of the University's campus) by 3.49% and 2.44%, respectively. Increasing the radius of the 'local population' measure to 25km (which then covers the area from where we recruit more than 70% of new undergraduates) shows that we still recruit more POLAR quintile 1 and 2 students.

Figure 1 compares Queen Mary's population with the local population, taken in this instance to be within 25km of the largest Queen Mary campus at Mile End.
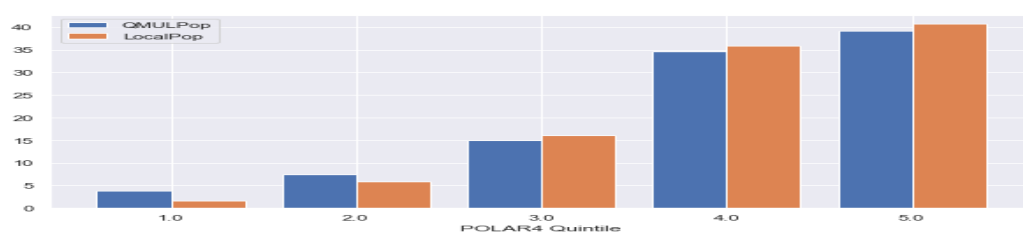
Index of Multiple Deprivation (IMD) - Given our concerns about the appropriateness of POLAR4, we use IMD data as a more robust indicator of disadvantage in our local context. Queen Mary recruitment by IMD quintile 1 and 2 compares well against national figures and is much higher than the Russel Group average. There is a strong positive trend for IMD Q1 between 2013-2017, against a relatively flat or decreasing trend for all other IMD Quintiles. This continuous improvement means that in 2017 Queen Mary also out-performed London Higher Education Institution (HEI) average for Q1.

1.1.2 NON-CONTINUATION - Non-continuation rates for students from IMD Q1, grouped by year of entry, suggest that the non-continuation rate was very closely aligned with those for the population as a whole, suggesting no significant gaps. In 2015/16 and 2016/17, IMD Q1 students had lower rates of non-continuation than the whole population.

1.1.3 ATTAINMENT - Students from IMD Q1 are less likely to achieve a 1st / 2.1 degree than the population as a whole, although we are pleased to note a positive trend, with the gap reducing from 13% to 5% between 2011/12 and 2015/16.

1.1.4 PROGRESSION INTO EMPLOYMENT - The data for progression into highly skilled employment/further study shows a broad equality of outcomes between all IMD quintiles and IMD quintile one, excepting the 2013/14 cohort.

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[3] Donnelly, M. and Gramsu, S. (2018) *Home and Away: Social, Ethnic and Spatial Inequalities in Student Mobility*, London: Sutton Trust. Available at https://www.suttontrust.com/wp-content/uploads/2018/02/Home_and_away_FINAL.pdf

1.2 Black, Asian and minority ethnic students

1.2.1 ACCESS - Queen Mary has a strong performance of recruiting BAME students compared to the Russell Group. Disaggregating ethnicity into more granular categories demonstrates that, when compared against our local population, we slightly over-recruit Indian, Pakistani, Bangladeshi and other ethnicities, and under-recruit white students by 10.81%. The data also shows slight under-recruitment of students of Black Caribbean (3.74%), and (to a lesser extent) Black African ethnicity (2.35%).
OfS data shows that Queen Mary's recruitment of black, mixed and other students is in line with sector averages, that we successfully recruit Asian students, with our intake well above the sector average, but that the proportion of white students we admit is lower, in reflection of our strong BAME performance.

1.2.2 NON-CONTINUATION - Non-continuation rates for disaggregated ethnicity categories show a variable picture, with significant fluctuation over time. There is some consistency in the trend of the different student ethnicity cohorts, with black students consistently more likely to discontinue their studies and Asian students least likely. The data reveals an increased non-continuation rate between 2015/16 and 2016/17 across all groups with the exception of Asian Indian students.

1.2.3 ATTAINMENT - Analysis by aggregate ethnicity shows a halving of the attainment gap between BAME and white students between 2012/13 (18%) and 2017/18 (10%), and with increases in the rate of 1st/2:1 awards for both groups.

Value-added analysis - We have undertaken additional value-added analysis of this data using the Guardian league table methodology, which includes, amongst other variables, prior attainment on entry[4]. This analysis shows consistently positive outcomes for white students (who achieve a 1st/2:1 outcome at a slightly higher rate than predicted) and a slightly lower rate for BAME students. Over the five-year period examined, the value-added score dropped closer to 1 for white students and increased to 0.9 for BAME students, with a positive trend in the latter and a closing gap in value-added between white and BAME students.

In terms of degree outcome mapped by ethnicity, there are considerable fluctuations over time but with consistency in the relationship between the different groups. Black students generally have the lowest rates of higher degree outcomes, and Asian students the higher rates, although this performance is still lower than for white students. The attainment gap compared with white students has narrowed for both black and Asian students, though outcomes continue to be worse for black students. Good Honours awards (as a percentage of total) for black and Asian students have increased at a higher rate compared with white students.

1.2.4 PROGRESSION TO EMPLOYMENT - Analysis of employability outcomes by disaggregated ethnicity shows a degree of alignment between all ethnicity cohorts in terms of both progression into employment and highly skilled employment, with the exception of the rates of Bangladeshi students progressing into highly skilled employment, which is consistently lower than that of all other groups (based on DLHE data).

1.3 Mature students

1.3.1 ACCESS - The OfS dataset shows that Queen Mary has a low mature student population in comparison to the higher education sector, and this cohort has declined from 13.7% to 9.1% between 2013/14 and 2017/18. Given the nature of Queen Mary's provision (predominantly full-time undergraduate courses), this relatively low proportion of mature students is unsurprising. Whilst we are very pleased to welcome mature students to our University, given our location in London where there are significant providers that target mature students, we do not currently aspire to grow this population of students.

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[4] https://www.theguardian.com/education/2016/may/23/methodology-behind-the-guardian-university-guide-2017

1.3.2 NON-CONTINUATION - In common with most of the higher education sector, our mature students have higher rates of non-continuation than the population as a whole. Over the past 5 years, mature students have consistently left at higher rates than the whole population, representing an average gap in non-continuation for this group of 5%.

1.3.3 ATTAINMENT - Whilst latest data shows no attainment gap between mature and other students, we are aware that over the last five years the average attainment gap is 9.4%, with a range between 0% to 22%. The data shows a marked improvement in performance between 2014/15 and 2015/16 which appears to close the gap, and we will be monitoring this progress using our student performance data dashboard going forward to ensure this trend is maintained.

1.3.4 PROGRESSION TO EMPLOYMENT - OfS data suggests a substantial fluctuation in rates of mature student progression into skilled employment or postgraduate study, with a dip in 2015/16 but a recovery in the following year. Although the broad confidence intervals suggest that this data is indicative, it indicates that Queen Mary performs better than the sector as a whole in supporting mature students into employment.

1.4 Students with disabilities

1.4.1 ACCESS - The OfS dataset indicates that Queen Mary's performance in recruiting students with disabilities is broadly in line with English higher education sector outcomes. In 2017/18 Queen Mary recruited above average proportions of students with mental health difficulties (4% against 3.5% sector average), but slightly below the sector average for other categories of disability.

1.4.2 NON-CONTINUATION - Non-continuation data by disability type shows that significant improvement was made between 2011/12 to 2014/15, but with an increasing non-continuation rate since 2014/15. In line with the sector we have seen a significant increase in mental ill-health conditions over this period and a notable increase in the complexity of mental health conditions, particularly co-morbidity of diagnoses. For the latest cohort of students 22% of students with a mental health disability did not progress beyond their first year of studies, compared to 13% for students with no disability. Prior to the 16/17 cohort continuation rates for students with Specific Learning Difficulties (SpLD) were the same as the whole population. However in 16/17 the continuation rate for students with a SpLD rose to 19%; this figure remains under careful monitoring through our improved internal data reporting mechanisms.

1.4.3 ATTAINMENT - In contrast to the non-continuation data there are positive trends for students with mental health disabilities and Specific Learning Difficulties with the latest set of available data showing that both groups achieved higher rates of good honours than the population as a whole. We are, however, aware that this position with attainment needs to be looked at in conjunction with the analysis above on non-continuation; that is, academic and pastoral challenges are potentially contributing to some students' decision to discontinue their studies (Thomas 2012)[5]. This suggests that we should increasingly focus our dedicated resources on earlier interventions to improve non-continuation for this group.

1.4.4 PROGRESSION TO EMPLOYMENT - Analysis suggests close alignment between the progression of the whole student population and students with disabilities into employment, again indicating that Queen Mary's careers and employability support is effective for this cohort. There was a dip in progression to highly skilled employment in 2015/16, however, this has now corrected itself and there is an upward trend that exceeds the whole population in the latest data available. Although not covered in any of the data sources, we know through experience of close working with students that those on the autistic spectrum can find the progression to highly skilled work more of a challenge than other students on the neurodiversity spectrum.

1.5 Care leavers

Over the last seven years we have seen growth in access for this under-represented group, albeit uneven. Queen Mary recruited 30 care leavers in 2018/19, which represents just under 1% of new home undergraduates. Due to the small number of students, it is not possible for us to do any meaningful analysis of continuation, attainment and

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[5] Thomas, L (2012) *Building student engagement and belonging in Higher Education at a time of change*, London: Paul Hamlyn Foundation.

progression rates. We have dedicated financial support available for this group and continue to monitor them as a key access and participation cohort. Recruitment and support of care leavers and estranged students is an area where we aim to build on our current support package, as part of our new University Strategy.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Care Leaver New Entrants	12	17	20	16	9	18	30

We commit to undertaking further analysis of the recruitment of care leavers in order to inform our self-evaluation and target setting for this group. National evidence already shows that care leavers in London in particular have low rates of access into Russell Group universities.[6] Through our existing collaborations with Stand Alone and the Unite Foundation and the strong programme of support that we have already put in place for care leavers, as well as our involvement in a collaborative participatory arts project (The Verbatim Formula) on using verbatim theatre techniques to attend to the voices of care-experienced young people, care leavers, and adults responsible for their care and education,[7] there is considerable opportunity for Queen Mary to contribute to increasing the number of care leavers admitted to Russell Group universities. Before the end of December 2019, we will update our self-assessment in the light of this analysis. Before the end of February 2020, we will define a further access target for care leavers through a process of co-creation with student representatives.

1.6 Intersections of disadvantage

Gender and IMD (Access): Data from the OfS Access and Participation data dashboard suggests Queen Mary performs above the sector average for the intersection between disadvantage and gender, with both males and females from IMD Quintiles 1 and 2 accessing the University at a greater rate than for the sector as a whole.

1.7 Other groups who experience barriers in higher education

Commuter Students – through work over the past year we have put the needs of commuter students at the front and centre of our needs analysis and change in practice. Analysis of student residential context (in first year) against continuation and degree award outcomes shows that:
- Students in provider or private student accommodation have better continuation rates than those in other rented accommodation.
- Commuter students living with parents or in their own house are less likely to continue than those in provider student accommodation, suggesting a positive correlation between on campus accommodation and retention.
- The impact of first year accommodation are broadly reflected in second year continuation rates.
- Students who selected provider accommodation in year one were more likely to achieve a 1st or 2:1 than students in the other categories.
- Students who live with their parents/guardians for the duration of their studies are both more likely to withdraw and more likely to be awarded first class honours. There is a strong dichotomy between the commuter experience based on household income, caring responsibilities and parental understanding of the higher education experience.

We are aware of the positive benefits of on-campus accommodation and have therefore in 2019 extended our accommodation guarantee to any new first year undergraduate student who has firmly accepted a place with us by 31 May 2019. Even with the accommodation guarantee, we are aware that a large number of our students will choose to live in their family home for the duration of their studies and we have therefore put in place a major programme of work for our commuter students, the details of which are below.

Students with Caring Responsibilities – through evidence gathered internally from dialogue with students and experience from our wellbeing services, we know that students with caring responsibilities face significant barriers to their participation in higher education. Experience from student support services within the University would also suggest that caring responsibilities often intersect with low levels of household income, gender and ethnicity.

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[6] https://www.standalone.org.uk/wp-content/uploads/2013/08/StandAloneUNITEfoundation.pdf

[7] http://www.theverbatimformula.org.uk/what-we-do/

2. Strategic aims and objectives

Our 2030 University Strategy clearly sets out that we will be world-leading in terms of diversity, inclusion and success. This aspiration is underpinned by the strategic approach to education taken by the Queen Mary community, with its focus of "co-creating an outstanding, all-inclusive world-class education, enhanced by the richness of our diverse student population". Our overarching theory of change is to co-create the student academic, pastoral and social experience using the University of Lancaster model to create solid foundations, trial innovation and create a 'bridgehead' building on the successful innovations, as determined by robust evaluation, to achieve whole institution success. This approach to change is embodied in our education strategy. Co-creation is at the heart of our approach, with student-led research underpinning large-scale improvements to the pedagogic and pastoral student experience. Furthermore, students are integral to the monitoring and evaluation of all changes.

Through the four pillars of our co-created education strategy, we can ensure that every student is able to achieve their potential through true partnership in their success. Each of the pillars of our Strategy (excellence in education, excellence in student engagement, excellence in student employability and excellence in the learning environment) focusses on continuous improvement and evaluation for student continuation, success and progress across all student groups, with targeted activity for particular groups as determined by qualitative and quantitative assessments. The pillars were co-created with students, and our work to deliver the aims of the education strategy includes students and the Queen Mary Students' Union sabbatical officers.

Financial support for the most economically-deprived students is critical to our strategic approach. Research, described later in this document, demonstrates the negative effects financial concerns have on students' wellbeing, and research also shows that financial support levels the playing field for the most economically-deprived students.

2.1 Aims and objectives

In summary we will:
- Ensure we maintain our performance in recruiting students from backgrounds typically under-represented in research-intensive universities
- Within 5 years, reduce the non-continuation rate for all students by 25%
- Within 5 years, eliminate the differential gap in non-continuation for black students and for students with disabilities
- Within 10 years, eliminate the BAME attainment gap (we will halve the gap in 5 years)
- Within 5 years, eliminate the gap for Bangladeshi students entering higher-skilled employment.

These targets are described in more detail below.

2.1.1 ACCESS TARGETS - As described in our new University Strategy, we are committed to attracting students from backgrounds that are typically under-represented in universities like ours. We already have a strong profile of recruiting disadvantaged and under-represented students from state schools (92% of our current home students come from state schools), from families where there is no history of attending university (49% of our students are first in family to attend university), and from economically-deprived families (35% of our students come from families where the assessed taxable family income is less than £20k). We will monitor, and seek to maintain, this diversity within our student population. Our assessment of our current position suggests slight under-recruitment of certain groups, including Black Caribbean and white students. We believe the numbers are too small to set meaningful targets for Black Caribbean students, but we will monitor, and seek to improve, our performance in this area. In relation to white students, we will not set a target as increasing numbers of white students, who are typically over-represented at Russell Group universities, would be detrimental to our performance in recruiting BAME students.

Collaborative Working Target: Queen Mary is part of Realising Opportunities (RO), which is a collaboration of research intensive universities working with shared objectives to support the OfS in eliminating the national gap in entry rates at higher-tariff providers between the most and least under-represented groups. The RO programme is underpinned by robust evaluation, undertaken by independent evaluators, which is a theory of change model using narrative, empirical research and causality evaluation types to evidence impact.

<u>Access Aim 1 – RO students:</u> To increase the proportion of RO students* who are tracked into higher education who will access a research intensive university (RIU) within two years of becoming 'higher education ready' and completing their Post-16 studies
*RO uses a robust targeting criteria and all RO students are from groups underrepresented in higher education.

Please note that RO wishes to demonstrate maximum ambition for RO students and track two years of access to RIUs using Higher Education Access Tracker (HEAT) data (click link for more information about HEAT). RO will therefore only be able to report on a milestone after two years to allow for HESA data to be gathered via HEAT. For example, data for reporting on 2020-21's milestone will be available from spring 2023.

RO Student participation at RIUs	2020	2021	2022	2023	2024
	50%	51%	52%	53%	54%

OfS Priority B: Partnerships with Schools to raise attainment

Context
As outlined in the original APP [section 3.0.1] we continue to advocate a long-term, sustained approach to outreach activity and remain committed to our role as university sponsor and co-sponsor for the Drapers' Multi-Academy Trust and University Schools Trust respectively. In 2023, we will refresh our overall School Liaison and Outreach strategy to incorporate the following:

School engagement
Our links with local schools are strong and we are piloting ways to broaden our reach to target 'cold spots' to engage priority groups such as white working-class pupils from Kent and Medway, through a new access scheme launched this year. We will continue to review our targeting approach to ensure we are engaging priority groups in relation to our context. In the knowledge that high-quality teaching is particularly impactful for pupils from disadvantaged backgrounds[8], and that our school and college partners are concerned about staff recruitment and retention, we will work with our sponsored schools to identify ways in which Queen Mary can support key stage 4 teacher retention and performance. For example, we will discuss with our partner and sponsored schools the value of building academic mentoring activities within certain subject areas and look at ways to increase knowledge sharing across the institutions.

The academic achievement of pupils in our sponsored schools (who attract very diverse students) is already high and has improved over the last decade. We are working closely with them to see how we can further support pupil attainment, using our preferred theory of change model NERUPI (see research and evaluation section below).

We also intend to build a framework for Queen Mary Staff who undertake governor roles in schools and colleges across the UK, using the University of Manchester model as a basis for this work.

Furthermore, we will build on the work of our Centre of the Cell[9] to further join up outreach activities and provide schools and pupils with a fullest range of opportunities.

School Pupils
We will continue to work with pupils through the delivery of a sustained outreach programme, co-ordinated directly with local secondary schools and colleges. We will ensure that, where appropriate, evidence-led attainment raising activity is embedded within the programme.

Parents / carers
Evidence suggest parental involvement is a key driver in raising attainment[10]. We currently deliver activities to support Parents and Carers and this remains a critical component of our work. In the coming year we intend to expand our provision further by collaborating with the Brilliant Club to deliver a 'Parent Power' programme for East London. This will provide us with the intelligence needed to engage this group.

Local authorities

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[8] https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf

[9] https://www.centreofthecell.org/

[10] https://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf

Over the last year, we have started to broaden engagement with our Local Authorities, an example being the introduction of the Waltham Forest Fellowship Award, however, recognise the need to expand this are of work. We intend to strengthen relationships with Local Authorities within East London to, increase our opportunity to engage with Care Experienced Students through Virtual Schools, to understand issues associated with academic attainment across the local authority and to explore additional funding opportunities to support students most at need.

Employer Networks
Given our reputation for social mobility, there are opportunities to act as a conduit between employers and schools and colleges. We are currently working with two employers (JP Morgan Chase and Deloitte) who are interested in collaborating with Queen Mary graduates to diversify their staff base and wish to target efforts with local schools. We intend to investigate an approach which brings together schools and employers to raising aspirations, drive career awareness and pupil preparedness for Higher Education and beyond.

Student Union and volunteering
We recruit our student ambassadors from backgrounds typically under-represented in higher education in order that school pupils can see and relate to role models from their communities. In the coming year we will investigate how we can expand our successful student ambassador programme to work more closely with our Students' Union in assembling volunteers to help with topics such as reading, writing and maths in our partner schools.

Investment in Access, Success and Progression
Success and Progression remain a key focus of our Access and Participation Plan. We have considered how we can best utilise our funds to support students. Given a significant proportion of our cohort come from areas of high disadvantage and evidence suggests these students may have been disproportionally affected by the pandemic, we have redirected funds towards success and progression. Diverting funds in this way has enabled the University to invest more to support students' mental health and wider student wellbeing support We expect this budget allocation to continue.

OfS Priority C Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes

We are committed to ensure that all students who come to Queen Mary have the opportunity to flourish. We have outlined our key strategies to support the success and progression of under-represented students below.

Success
At Queen Mary, we offer a wide range of support, at all levels, so that every student can reach their full potential. Our Education Approach is to co-create with our students to deliver a gold-standard education, alongside wrap-around student support.

All students have access to support and guidance throughout their time at Queen Mary. This is provided by Advisors and Senior Tutors (who oversee Advising within Schools), among others. These staff receive training and have access to a wide range of guidance, prepared by specialists in student welfare and experience. We also offer a range of services to support our students, which includes advice on money, housing, immigration and emotional well-being with specific support packages for care-experienced and estranged students. The University also offers support for all students with disabilities, specific learning differences and mental health conditions. Each School has a dedicated student support contact who can offer advice on matters that may be affecting students' studies and can help with accessing other support services. Alongside support from staff, we also operate a number of schemes to support student peer learning.

During 2022 we will be reviewing the provision of student support with the intention of making services easier to navigate and access for all of our students. The review has focused initially on the creation of student hubs that bring in-person and digital services together. Most of our student-facing services are already co-located in the Scape Building while we engage in design work for the ground floor of the Queens' Building. We intend to develop solutions for student hubs at our other campuses and enhance our digital enquiry services to address student needs.

The University will review and amalgamate provision in its centrally provided services in order to give a more joined up student experience and will enhance the links between centrally provided and School-based support. Queen Mary is also creating a Division of Student Experience to provide a more joined up suite of services and give further prominence to the importance we place on our students' success. The University has already appointed an interim Director of Student Experience who has started work on this, and a permanent appointment is expected to start in January 2023.

We run programmes to support students with the transition to studying at university. This includes a University-wide Get Ahead programme, alongside subject-specific provision in a number of areas. This forms part of our growing academic skills provision, which currently includes support across all levels of taught study and all disciplines to help students to develop the academic literacies needed thrive at university via a range of workshops, tutorials and online materials and also access to an online tutoring service for academic writing.

In recent years we have significantly enhanced our Learner Engagement Analytics (LEA) provision, which provides Advisors and Programme Directors with insights on where students may be at risk of disengaging with their studies. This allows Advisors and other student support staff to put in place appropriate interventions, which reflect the supportive ethos that underpins the approach to LEA.

Over the course of the 2021/22 academic year, the University has been undertaking a Curriculum Enhancement project. This has included work to develop a set of inclusive curriculum principles, as well as on assessment and feedback and graduate attributes. This work is part of our efforts to achieve the ambition in our 2030 Strategy to make sure that the holistic education and learning experience we provide is world-leading, co-created with students and employers, as appropriate, and reflects our diverse and international community.

We have and continue to invest in student study spaces, including a major extension to our Mile End Library and the creation of new study spaces in our Queens' Building. These are providing students with spaces to study both individually and in groups. We also operate a loan laptop scheme that enables students to access a device when they are on campus if they do not have their own.

Progression
Careers and Enterprise offers a rich menu of personalised support to all students, including one-to-one careers guidance appointments, applications advice, and practice interviews; careers education in the curriculum as well as extra-curricular workshops, and a dedicated programme for aspiring entrepreneurs; and comprehensive online resources, including CV-checking and interview tools.

In addition, we offer a range of activities so that students can effectively develop and market themselves to future employers. These include: a 40-hour micro-internship programme; a termly 5-week employer insight programme, QTaster; an 11-week Student Consultancy Project programme; and QMentoring, our flagship alumni mentoring programme. We encourage our alumni, who live all over the world and are leaders in a vast array of fields, to engage with our students to broaden their minds and employability opportunities through taking part alumni panels and mentoring. Starting in autumn 2022, the Student Consultancy Project and QMentoring will be ringfenced for bursary holders and QTaster will be ringfenced for undergraduates.

Our students engage with our local communities, through volunteering and working in partnership with local organisations. We place our students in internships, 40-hour micro-internships and jobs with local organisations. As we are positioned near the City, Canary Wharf and Tech Roundabout, our events and fairs give students the opportunity to engage with London's large and small employers. We are also highly targeted by national and international recruiters and actively promote a wide range of opportunities to students via an extensive vacancy service.

In addition, there are tailored activities which take place at subject level for example, the School of Business and Management organises The Women's Café which offers an informal networking space for Bangladeshi women and all those who identify as female to discuss various topics of mutual interest, including careers.

In the coming year, we will have access to three years' worth of Graduate Outcome Survey (GOS) data which will provide us with a platform to understanding gaps using this newer dataset and designing interventions needed to support specific groups.

2.1.2 NON-CONTINUATION TARGETS – When this APP was first submitted, our non-continuation rate was higher than our HESA benchmark. Improving our continuation rates is central to our education strategy and we have made progress: the percentage of students no longer in HE is below our benchmark for our 2018/19 and 2019/20 entry cohorts.

In relation to particular cohorts, the only statistically significant gap in non-continuation shows that Asian students, for one year of the OfS data, were more likely to progress in their studies than all other ethnicities. There are non-statistically significant gaps in continuation which we are both monitoring and addressing on a continuous basis. We have made good progress in closing the non-continuation gap between students with disabilities and non-disabled students, but the gap is not yet closed. We will continue to invest in our Disability and Dyslexia Service to ensure that all students receive the support they need. We also have gaps in non-continuation for some ethnicities, particularly black students. Although these gaps are not statistically significant they are a cause for concern and, as such, have targets set for continuous improvement.

Looking at the non-continuation gap between students with mental health recorded as a disability and the general student population, the University has made a significant investment in student wellbeing services in academic years 2020/21 and 2021/22, partly as a consequence of the impact of the Covid-19 pandemic on students' mental health. We have recruited an additional Mental Health Adviser, an additional Disability Adviser (Mental Health), and three new Student Wellbeing Advisers. These posts are split between our Advice and Counselling Service and our Disability and Dyslexia Service, and they are all student facing positions. All posts are both full-time and permanent. Queen Mary has also signed up to the Student Minds' Mental Health Charter, led by our Vice Principal (People, Culture and Inclusion), with a view to embedding good practice for students (and staff) across the institution.

Similarly, we have targeted eliminating the non-continuation gap between students with specific learning differences and the general student population. While the University's Disability and Dyslexia Service will continue to be the primary vehicle by which support for these students is delivered, our Queen Mary Academy will be working with colleagues across the institution to embed more inclusive practice in the way that our students' education is delivered; we also hope that the experience of delivering assessment through the Covid-19 pandemic will result in wider use of authentic assessments in the future – the expectation is that this would improve the outcomes of students with specific learning differences. We are also in the process of reviewing the way that student support is configured in our Schools and Institutes so that student facing staff can spend more of their time supporting students to ensure they can perform to the best of their ability.

Reducing the non-continuation across the whole population to 9.25% by 2024 one of our key strategic aims in our new University Strategy. In setting this measure we are using the more stringent continuation rate within the institution rather than just non-continuation in higher education. This aim allows us to monitor all students leaving Queen Mary rather than solely students who do not academically progress in higher education. We will also continue in our extensive work to meet our HESA benchmark for non-continuation in higher education. Our analysis suggests that continuation rates for males and students who have joined us through clearing are also below the population average. As an institution our overall mean year 1 non-continuation rate over the last five years (11.2%) is above our Russell Group peers and reflects our more diverse student population (most notably in terms of disadvantage and ethnicity). Nonetheless, non-continuation is a significant concern at the whole population level and we aim to establish a sustained downward trajectory over the next 5 years.

2019 baseline 201617 Queen Mary non-continuation rate (all non-continuation including transfer to other providers).	2020	2021	2022	2023	2024
13%	12.5%	11.5%	10.5%	9.5%	9.25%

Non-Continuation Aim 1 – Eliminate non-continuation gap between black students and whole population: To reduce the non-continuation rate for black students, and eliminate the gap between continuation rates for black students compared to the whole population. Our analysis of first year non-continuation rates by ethnicity shows significant variation year-on-year for disaggregated ethnicity cohorts, but suggests that year 1 continuation rates are consistently poorest for black students (although non-continuation appeared to spike for this group (as for the other

ethnic groups) for 2013/14 starters). Year-on-year variation makes meaningful target setting difficult, so we have benchmarked against the overall non-continuation rate for the whole population and aim to eliminate this gap over the next five years. We will also monitor the performance of Bangladeshi females and Black Caribbean males, both of which constitute relatively small student cohorts, but who, looking at our analysis, may be at greater risk of non-continuation than other BAME student cohorts.

2019 baseline 2016-17 non-continuation gap between black students and whole population	2020	2021	2022	2023	2024
2%	1.7%	1.2%	0.7%	0.2%	0%

Non-continuation Aim 2 – Students with disabilities non-continuation gap: to eliminate the continuation gap between students with disabilities and non-disabled students by 2024 with a particular focus on students with mental health conditions, and students with Specific Learning Differences. The data shows that we had made good progress up to 2014-15 but that there has been an increase in the gap from 2014-15 onwards.

2019 baseline 2016-17 non-continuation gap between students with Mental Health conditions and whole population	2020	2021	2022	2023	2024
9%	8%	6%	4%	2%	0%
2019 baseline 2016-17 non-continuation gap between students with Specific Learning Differences and whole population					
6%	6%	4%	2.5%	1%	0%

2.1.3 ATTAINMENT GAP TARGETS - Our attainment gap targets align with the OfS National Performance Indicators. We aim to reduce attainment gaps between BAME and white students (9% at institution level) and equalise the value-added score for all ethnicities.

Attainment Gap Aim 1 - BAME Attainment Gap: To halve the institutional BAME attainment gap over the next five years to bring us into a position of eliminating it completely by 2030, as set out in our new University Strategy and in line with OfS performance measures. The overall gap in attainment outcomes (without accounting for explained factors such as prior attainment, or subject of study) is currently at 8%. Although this is below the average for the sector (15.6%)[11], we are very much committed to eliminating the gap entirely by 2030 at the latest.

2019 baseline 2016-17 BAME / White student attainment gap	2020	2021	2022	2023	2024
8%	8%	7%	7%	6%	5%

As one of our University KPIs, we will also use a value-added score as an additional metric for assessing our performance on reducing the BAME attainment gap. Our value-added analysis shows that we have made progress in closing the value-added gap along the lines of ethnicity, nearly halving the value-added gap between BAME and white students from 1.9 to 1 between 2012/13 and 2016/17. There is more work to be done and we aim to reduce this gap further during this plan, with the intention of closing it. Using the value-added score will be an additional internal measure to ensure that we are on target with meeting the attainment gap aim one.

2019 baseline 2016-17 Queen Mary BAME / White value-added score gap	2020	2021	2022	2023	2024
8%	7%	6%	5%	4%	2%

The baseline data has been corrected as part of the process of preparing this variation, and the milestones have been revised accordingly.

2.1.4 PROGRESSION TO EMPLOYMENT AIMS - Our analysis shows that Queen Mary is successful in supporting our graduates into highly skilled employment, and that we perform better than the English higher education sector in terms of the progression of students from IMD Q1, mature students and students with a disability into

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[11] Source Advance HE – English HE Sector 2015/16 https://www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/student-attainment/degree-attainment-gaps/

employment and highly skilled employment. Granular analysis suggests, however, that Bangladeshi students have a lower rate of progression into highly skilled employment than their peers.

Progression target 1 – Bangladeshi students into highly skilled employment: Our data suggests that Bangladeshi students have a consistently lower rate of progression into highly skilled employment than other student cohorts. Although the data is variable over a five year span (due to relatively small numbers), we aim to follow an upward trajectory and ensure that the 2016/17 gap between Bangladeshi student progression (70%) and the overall student progression rate into highly skilled employment (80%) a gap of 10%, is closed.

2019 baseline 2016-17 gap in progression into highly skilled employment between Bangladeshi and white students	2020	2021	2022	2023	2024
10%	9%	7.5%	5%	2.5%	0%

Updated Progression Targets
We have updated our targets to reflect the change in methodology in how graduates are tracked, moving from the Destinations of Leavers from Higher Education (DLHE) to Graduate Outcomes Survey (GOS). The baseline year now reflects GOS data so we are comparing like for like. The target itself remains consistent with previous years.

Updated Target

	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones
Current	To reduce the gap in highly skilled employment or further study 15 months after graduation, between Bangladeshi graduates and the whole population (students at all levels of study who completed the relevant survey)	No	DLHE	2016-17	10%	9%	7.50%
Proposed	To reduce the gap in highly skilled employment or further study 15 months after graduation, between Bangladeshi graduates and the whole population (students at all levels of study who completed the relevant survey)	No	GOS	2020-21	9%	n/a	7.5%

In the coming year, we will have access to three years' worth of Graduate Outcome Survey (GOS) data which will provide us with a platform to understanding gaps using this newer dataset and designing interventions needed to support specific groups.

OfS Priority D: Develop more flexible and diverse provision

We are committed to developing more diverse pathways by which students can access our educational offer. In particular, we have developed a portfolio of Degree Apprenticeship programmes that offer students an alternative pathway to a traditional degree. This can be particularly attractive to students that consider student-related debt to be a barrier to attaining a degree. We were the first Russell Group University to deliver degree apprenticeships in 2015 and currently have over 400 students on our portfolio of degree apprenticeship programmes (see below):

- Digital and Technology Solutions Specialist (Level 7)
- Digital and Technology Solutions Professional (Level 6)
- Chartered Manager (Level 6)
- Academic Professional (Level 7)
- Senior Professional Economist (Level 7)

Our Degree Apprenticeship programmes attract students from a range of diverse backgrounds. Retention and attainment profiles are excellent, with 96% retention and 87% of learners graduating with a First Class degree in 2021. Over the past few years our students have been employed as degree apprentices with over 30 employers across the private, public and third sectors, including the BBC, GSK, IBM, Goldman Sachs, PWC, Samaritans, Scouts, Princes Trust and Central Government. Degree apprenticeships offer unrivalled opportunities for students to gain experience of employment and many of our employer partners offer apprenticeships to support their own diversification of workforce.

We intend to grow our degree apprenticeship offer through expansion of learner numbers on existing programmes and establishing new programmes. We will launch the London City Institute of Technology (LCIoT) in September 2022 (one of 12 Institutes of Technology across England). Institutes of Technology are the Department for Education's flagship initiative to meet the skills needs of employers and support diverse learning pathways through a partnership approach between Higher Education, Further Education and employers. The LCIoT is a partnership between Queen Mary, Newham College of Further Education and anchor employers (Siemens, Port of London Authority, CBRE). We will offer a wide range of technology qualifications from levels 3 to 7 delivered from a new campus supported by £28M funding from Department for Education and Greater London Authority. Queen Mary's offer will focus on level 6 and 7 degree apprenticeships while our partner Newham College will deliver levels 4 and 5 courses. We are developing articulation agreements with Newham College to provide seamless pathways for students originally enrolling on level 4 and 5 courses, ultimately to attain a level 6 degree qualification. The funding agreements for the LCIoT include clear and ambitious KPIs for the recruitment, progression, attainment and employment under-represented learner groups, including BAME, female students in technology subjects, SEND and NEET learners. By 2027 the LCIoT will support over 1,600 learners on levels 4-7 programmes delivering a step-change in our provision of more diverse pathways into and through higher education through a partnership approach with Further Education

2.2 Target groups

Lifecycle Stage	Target Group	Target
Access Aim 1 – Collaborative Target	Realising Opportunities (RO) Participants (Multiple)	To increase the proportion of RO students who join a research intensive university to 54% within 5 years
Non-Continuation Aim 1	Black Students	Eliminate non-continuation gap between black students and whole population within 5 years.
Non-Continuation Aim 2	Students with disabilities	Eliminate the non-continuation gap between students with disabilities and non-disabled students within 5 years.
Attainment Gap Aim 1	BAME Students	Halve institutional BAME attainment gap by 2024 and eliminate completely by 2030
Progression to Employment Aim 1	Bangladeshi Students	Reduce progression gap into highly skilled employment between Bangladeshi Students and the whole population

3. Strategic measures

For the purpose of the variation this section has not been updated. We will review our strategic measures in light of the outcomes of our variation and take forward delivery of this as we rewrite the APP in 2023.

3.0.1 ACCESS MEASURES

Maintaining our current student diversity - In our analysis we noted overall excellent performance in access, which we consider core to our institutional mission and which we wish to maintain. In our new University Strategy we commit to:
- Be the most inclusive and diverse Russell Group University and ensure that anyone who is able to flourish at Queen Mary can join us, irrespective of their background. We will actively seek out and recruit students from backgrounds currently under-represented at universities like ours, and will further develop, significantly enhance and champion the international diversity within our UK campuses.
- Raise the profile of Queen Mary, so that any student who might wish to apply is fully aware of the University's strengths and unique offering. We will offer support to all our students so they can successfully transition to our University.

School partnerships and long-term, sustained outreach activity - Research has indicated that widening participation activities have the greatest impact if they are delivered in a sustained way (OFFA/ HEFCE 2013; DBIS 2014)[12], as part of a long-term partnership with target schools. Our 'theory of change' is therefore that sustained outreach is more effective than stand-alone interventions in supporting the progression of under-represented students to university. Queen Mary already has strong partnerships with schools, particularly those in the local area. These partnerships cover the full range of activities, from our staff acting as governors (including two Chairs of local Multi-Academy Trusts (MATs)), through on-campus and in-school activities, and a vast array of volunteering work, led by our students through our Students' Union. Through our sponsorship of two MATs, the University Schools Trust and the Drapers' Multi-Academy Trust, we support 12 primary and secondary schools and have programmes of activities with both schools, which include providing chairs and staff members for their Boards. Through our work with the MATs we aim to contribute to raising attainment, although believe that this results from strong collaboration with the schools and that it is difficult to isolate to the intervention of one partner.

With our work in schools we are aware of the value of role models from particular communities. We will therefore seek to over-recruit, as student ambassadors, students from communities such as Black Caribbean, where the data shows we could improve our performance in recruitment. We will also work closely with the Students' Union to harness the work of relevant volunteering groups, who do so much good work that supports our partnerships with schools. Voluntary work undertaken by students includes activities such as mentoring and English and Mathematics support, which can help raise attainment and aspirations of school students. Working more closely with the Students' Union will mean we can support these valuable activities, for example with resources and funding, where the activity is evidence-based and can contribute to University objectives enshrined within our University Strategy and this Plan.

Finally, we have specific support in place for competitive programmes including medicine and law, where we work with external providers (Medicine[13] – *Bridge the Gap;* Law – *Pathways to Law).*

Collaborative work: As well as being a partner in Realising Opportunities, we are a partner in Advancing Access, a national collaboration of 24 selective universities. Through this collaboration we work with schools and colleges to deliver continuing professional development (CPD) for teachers and advisers that supports student progression to selective universities. We also continue to play an active role in the National Network for the Education of Care Leavers.

We have piloted a new collaborative attainment-raising project with an external partner (The Access Project). The project has two strands: one where undergraduate students act as volunteer tutors for Year 10 and 11 students, and another where graduate staff within the wider University community act as volunteer tutors for Year 12 A-Level students. The pilot programme involves secondary schools and sixth forms across London, in which a high proportion of students meet widening participation targeting criteria such as being eligible for free school meals, being a care-experienced student or having no family experience of higher education. We are monitoring the success of these pilot projects.

Contextual Admissions Policy - We implemented our new contextualised admissions policy for the 2018 admissions cycle and routinely assess contextual data and individual information as part of our holistic process of considering undergraduate applications. Research from the Sutton Trust (Boliver *et al* 2017)[14] increasingly indicates that, for the most disadvantaged students, prior attainment scores do not generally reflect their true potential, and that contextual admission is necessary. Evidence from the Durham University Evidence Centre indicates that a contextualised approach to admissions, involving the reduction of academic entry requirements for disadvantaged learners, is necessary to achieve wider access to higher education for disadvantaged students (Gorard *et al* 2019)[15]. We wish to have a 'best in class' contextual offer policy and recently had a visit from a

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[12] HEFCE and OFFA (2013) *National Strategy for Access and Student Success Interim report to the Department for Business, Innovation and Skills*, Bristol: HEFCE/OFFA. Available at https://dera.ioe.ac.uk//17401/1/National-strategy-interim-report-January-2013.pdf; DBIS (2014) *National Strategy for Access and Student Success*, London: DBIS. Available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf

[13] Queen Mary awarded additional medicine places in 2019-20 partly in recognition of access work.

[14] Boliver, V., Crawford, C., Powell, M. and Craige, W (2017) *Admissions in context: The use of contextual information by leading universities,* London: Sutton Trust. Available at https://www.suttontrust.com/wp-content/uploads/2017/10/Admissions-in-Context-Final_V2.pdf

[15] Stephen Gorard, Vikki Boliver, Nadia Siddiqui & Pallavi Banerjee (2019) Which are the most suitable contextual indicators for use in widening participation to HE?, *Research Papers in Education*, 34:1, 99-129

leading academic in the field to help us develop further. Our 'theory of change' here is that students from disadvantaged areas or school contexts face additional challenges in demonstrating their potential for higher education success. A reduced grade offer based on evidence-based criteria can mitigate this educational disadvantage.

3.0.2 SUCCESS MEASURES: CONTINUATION

<u>Targets: Non-continuation (BAME and students with disabilities)</u>
By 2030 we aim to be world-leading for diversity, inclusion and success. We are already the leading Russell Group university in England for diversity, and our central focus is putting inclusion and success at the heart of all our work. Through the Going for Gold programme we have already made a step-change in our student experience, putting students as co-creators at the heart of our education. The programme, which drew on both published research and extensive student research through paid internships, has now moved into embedded practice through our new University <u>Strategy</u> and our Education Approach: Active Curriculum for Excellence.

We aim to reduce our non-continuation rates by 25% by 2024, and to eliminate all gaps for BAME students and students with disabilities. Our strategy for the whole student population can be broken down into specific support for the transition into university and excellence in student support, both pedagogic and pastoral, for the student journey after initial transition. Addressing the needs of commuter students is key to improving our overall continuation rates. We are active participants in the Mayor of London's 'Building on Success: increasing higher education retention in London' which addresses issues affecting commuter students on a city-wide scale. Recently, London higher education institutions started to copy the Queen Mary approach of employing student interns to gain a more detailed understanding of the needs of commuter students.[16]

Transition from school to university
Research by Gale and Parker 2014, Thomas 2012, Meehan and Howells 2018; and Kitt *et al* 2010[17] highlights the importance of an effective transition process from schools. Transition between school and university can be a challenging time, and our data shows that students from widening participation cohorts can be particularly vulnerable to drop out in the first year of study. Experience tends to be unique to each student but is particularly pronounced for disadvantaged and under-represented students. This can be mitigated by offering evidence-based, targeted and timely support. We have therefore developed a comprehensive programme of activity to support successful transition. Our approach in this area has developed in recent years in response to the impact of the Coronavirus pandemic on students' school or college education, and will continue to involve. The areas set out below reflect our approach at the time of originally preparing this APP:

- *Transition events* - Modelled on the transitioning between primary and secondary schools. This was trialled in one of our academic schools in 2018 and evaluated for effectiveness.
- *Buddy Scheme* – Initially set-up by the Students' Union, this mentoring scheme is now supported by the University. It matches new students with experienced and trained student mentors to support new students through their first semester. It will be run centrally by University staff in 2019 and the evaluation will allow for a direct comparison between participants and non-participants (voluntarily decided by students) factoring in all student characteristics.
- *Welcome Week* – Possibly the most vital week in the whole student journey for ensuring a sense of belonging and smooth transition from secondary to tertiary education. We have placed extensive resource into ensuring that our Welcome Week provision is inclusive and supportive, particularly for students who are first in family to attend university. Our Welcome Week is co-developed and delivered with existing students and supported by a dedicated graduate intern on a full-year appointment to ensure that it is founded in the lived experience of students. Welcome Week activity is planned to be inclusive for all students; for example, the timetable is designed with the needs of commuting students at its core and guidance is given to all academic schools on making all induction events inclusive and supportive. The 'Try Something New' programme of activities in the Students' Union includes a wide variety of alcohol-free events.
- *Support for commuter students prior to Welcome Week* – Part of the Going for Gold programme we have undertaken significant student-led research into the commuter student experience. One of the measures we will be implementing following this research is a pre-arrival residential weekend for commuter students to create a sense of belonging and affinity with campus space.

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[16] https://www.london.gov.uk/sites/default/files/building-on-success-increasing-student-retention-london-higher-education-smf.pdf

[17] Gale, T. and Parker, S. (2014) Navigating change: a typology of student transition in higher education, *Studies in Higher Education*, 39:5, 734-753; Catherine Meehan & Kristy Howells (2018): In search of the feeling of 'belonging' in higher education: undergraduate students transition into higher education, Journal of Further and Higher Education; Kift, S., Nelson, K. & Clarke, J. (2010). Transition Pedagogy: A third generation approach to FYE – A case study of policy and practice for the higher education sector. The International Journal of the First Year in Higher Education, 1(1), 1-20.

- *Transition module* – in September 2019 we will launch an online transition module for all new undergraduate students to address the anxieties they may have about starting university. This module has been co-created with students and will be inclusive of the needs of the wide range of students at Queen Mary. The overarching aim of the model is to ensure an equity of knowledge about both the demands, nature and language of higher education and explaining the full range of support services available to students.
- *Two-day welcome event for students on the autistic spectrum* - Includes advice on enrolment and welcome week, guidance on support pathways, and a bespoke introduction to our learning technology platforms. To assist with the move away from home, students have the opportunity to stay a night in student accommodation (free of charge) before other students arrive. We have a dedicated member of staff in the Disability and Dyslexia Service for students on the autistic spectrum and we run drop-in session throughout the year to ensure students have access to support, as needed.
- *PASS* (Peer Assisted Study Support) - A course-based mentoring scheme, run for students by students. It allows first-years to discuss study-related problems and get advice from students in their second and third years.
- *Targeted training for students* – The Students' Union run training for targets groups on a variety of topics, including consent and bystander training.

Support for students once they have joined us to improve continuation

Enhancing our support for students is one of the central areas in our Education and Student Success Enabling Plan, and our work in this area has been underpinned by student intern-led research. The student research internships programme has encompassed a range of projects, each undertaken after extensive research methods training and academic support, into the lived experience of students. Each one offers a set of recommendations. The students are all paid the London living wage. This work is under the four pillars of excellence described earlier (i.e. in education, engagement, employability and the learning environment).

Under these pillars, we have focussed particularly on: advising, inclusivity in the curriculum, student wellbeing and the learning environment (with the latter offering particular challenges for commuter students). We consider financial support for our most economically-deprived students critical to their welfare and continuation (see later section).

Student-led research has shown that, once students are with us, one of the most critical relationships they have is with their Advisor. We have therefore focussed on ensuring that advising is of a consistently high standard. We deliver regular Advisor training, with a focus on pastoral care. Training is kept up-to-date with sector developments. Advisors are supported in their roles through a single online advising hub.

In relation to our curriculum, we are now moving to an inclusive curriculum design through a full portfolio review (Morgan and Houghton 2011; Garvey 2011; Griffiths 2010)[18]. Students expressed the need for a clearer narrative around their programmes (to include clear signposting regarding coherence and progression), and this work is underway. We recognise that all students need to see their experiences reflected in the curriculum (Bovill and Bulley 2011; Furlong and Cartmel 2009; Bovill 2017).[19] We have already undertaken a complete review of our assessment strategies and we are embedding assessment for learning throughout all of our programmes. Through our assessment review we have drawn, and continue to draw, on the work of student researchers particularly on the themes of curriculum content, assessment deadlines and reasons for the late submission of assessment. Our full portfolio review will begin in 2019/20 and will review each programme in the University to ensure our graduate attributes are fully embedded, that programmes are coherent in terms of module structure and overall learning outcomes, the embedding of employability skills, and extra-curricular opportunities captured via the Higher Education Record of Achievement, thereby enhancing the overall student experience and sense of 'success'. The introduction of student journey dashboards means that we can continue review the metrics for each programme, including all the targets within our Access and Participation Plan.

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[18] Morgan, H. and Houghton, A (2011) *Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas*, York: The Higher Education Academy. Available at https://www.heacademy.ac.uk/system/files/resources/introduction_and_overview.pdf; Michelle Garvey (2011) Chapter 6.2 Inclusion and the Student Voice: Lessons from the Trinity Inclusive Curriculum Strategy' in *Institutional Transformation to Engage a Diverse Student Body*. Emerald Insight; Griffiths, S. (2010) *Teaching for inclusion in Higher Education: A guide for practice.* Belfast: Queens University Belfast. Available at https://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/UsefulInformation/Inclusion/

[19] Bovill, C., and Bulley, C.J. (2011) A model of active student participation in curriculum design: exploring desirability and possibility. In: Rust, C. (ed.) *Improving Student Learning (ISL) 18: Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations*. Oxford Brookes University: Oxford Centre for Staff and Learning Development, Oxford, pp. 176-188; Furlong, A. & Cartmel, F. (2009) *Higher education and social justice* (Maidenhead: Open University Press/SRHE); Bovill, C. (2017). Breaking down student-staff barriers: moving towards pedagogic flexibility. In I. Kinchin & N. E. Winstone (Eds.), *Pedagogic frailty and the University* (pp. 151–161). Rotterdam: Sense Publishers.

The wellbeing of our students is obviously key to their academic success. Our overall student support portfolio is delivered at academic school level through a network of Student Support Officers and, for more targeted support, through our institutional student wellbeing services. Our student wellbeing programme is developed and delivered with our students as partners. In addition to face-to-face support, we have signed up to the Big White Wall, which provides 24/7 confidential online mental health support for both students and staff. We will continue with our successful Mental Health First Aid programme which ensures that we provide a supportive environment for students with mental health conditions through the training of a wide range of staff, including cleaners, security officers, student support staff, academic staff, and institutional leaders.

Our support for students with mental health conditions is located within the Disability and Dyslexia Service. We recognise the need to continue to invest in our mental health provision as the numbers of students with mental health conditions continues to increase. We are also working with students to ensure that our wellbeing services reach all of the demographic groups within our University. In conjunction with the Students' Union we are reaching out to organisations dedicated to improving the mental health of BAME students, helping us to ensure our services are fit for purpose and accessible to all students; this work includes our long term plans to increase BAME staff recruitment within our wellbeing services. Finally, we also recognise that a large number of our students will find emotional support from within their faith, therefore we are reviewing our faith-based support provision to ensure it meets the needs of our students.

Our Students' Union runs a significant number of wellbeing interventions such as the annual 'Be Kind to Your Mind' and 'Study Well' campaigns, part or fully-funded by the University, to encourage students to discuss issues around mental health and healthy studying practices. These have included study skills training, and relaxation activities such as activities run by student-led sport and 'doggy de-stress', where students have access to trained dogs to support emotional wellbeing.

We need to ensure that we provide a suitable environment for our students and are now working on a co-created 'Sticky Campus' programme, in conjunction with student representation from our three Faculties. Through this programme we are implementing improvements to make the campus more inclusive and adaptive to students' needs, particularly commuter students and especially those who do not have access to suitable study space at home. The 'sticky campus' programme is a direct result of our Going for Gold student internship programme. The sticky campus board is co-chaired by our SU president and has representation from all faculties. The aim of the sticky campus programme is to ensure our campuses meet the needs of all student groups and that space, both social and learning, contributes towards a sense of belonging and inclusivity. The programme is particularly relevant to commuter students and, as a higher percentage of BAME students are commuter students, we anticipate that the programme will particularly improve the environment for these students on campus. In the early phases of the programme we have provided additional study space and informal learning spaces in a large number of our buildings, laptop loans, more student lockers, places for students to eat their own food (including the provision of microwaves and hot water), and have recently introduced mobile charging boxes.

All academic schools are now required to have a Student Experience Action Plan, which enables close monitoring of student outcomes and quick response to negative indicators in the data. These are complemented by a comprehensive Professional Services Student Experience Action Plan to ensure that the infrastructure which surrounds the student experience is inclusive, co-created and adaptive to meet the needs of all students. The action plans are accompanied by, and informed by, a comprehensive online student journey data resource which allows all academic schools to regularly measure their success and progression rates by a variety of characteristics such as ethnicity, gender, disability, fee status, tariff, first year accommodation, IMD, and parental income. We are developing plans to ensure that there is the consistency of support available to students at school-level, for example in consistent access to professional student support staff.

We have specific support measures in place for the following cohorts of students:

Commuter Students	Through the student internship programme we have completed a comprehensive study into the needs of commuter students, which has led to a range of co-created interventions. Commuting students have a particular set of needs, particularly as they are more likely to come from low-income households. Commuter students are more likely to have caring responsibilities and often do not have access to quiet study space

	outside of the University (Newbold 2010; Pokorny *et al* 2017)[20]. Through our 'Sticky Campus' programme, co-created with students, we are investing in facilities on campus that will provide students with comfortable and quiet spaces to study, including within the Students' Union. In the 2017-18 academic session, in response to student feedback we launched 24/7 opening of our Library, and we have improved our welfare referral systems within the Library in light of these extended opening hours. The Students' Union runs events specifically for commuting students during the welcome period, which includes enabling them to meet students commuting from similar areas. We have also implemented centralised timetabling, with one of the aims being the elimination of large gaps in the timetable which disproportionly impact commuter students. As noted above we will be introducing further specific welcome events for commuter students in 2019/20.
Students with disabilities	Queen Mary's Disability and Dyslexia Service is a well-established department that offers support to all of the University's students with disabilities, including those with mental health conditions and Specific Learning Difficulties, from the point of application through to graduation. We have increased staffing in the past four academic years to reflect the growing number of students with disabilities studying at the University, particularly in the areas of mental health and Specific Learning Difficulties
Care experienced and estranged students	We consider students with experience of the care system and estranged students together as the needs of these students are very similar. Our support for care-experienced and estranged students is centred in our Advice and Counselling Service through our team of welfare officers. Queen Mary University of London is part of the Unite Foundation network and therefore able to nominate care leaver and estranged students for scholarships that provide 3 years of free, year-round, student accommodation. This scheme encourages access to higher education and incentivises early contact by the student to dedicated University staff. The partnership – unique in the value and duration of support offered – has a strong welfare element focussed on retention; connecting the academic and home life of the student to address obstacles to success. Early move in and late move out are very practical features that smooth transition into and then beyond university. Opportunities offered by the Foundation's supporters; scholarship students can also access free accommodation in other parts of the country to undertake placements or employment. The Foundation commissions significant research examining care leaver and estranged student experience, which we will continue to draw on for deeper understanding of the issues faced by this group, and translation into positive action. Queen Mary has taken a pledge to outline our commitment to estranged students, with the charity *Standalone*. We have a dedicated scheme to support estranged students to achieve their potential and succeed at university.

3.0.3 SUCCESS MEASURES: ATTAINMENT

Attainment gaps (Black, Asian and Minority Ethnic students) Many of the measures to improve BAME student continuation are identical to the measures to improve student success, therefore we have not reiterated the strategies and interventions that are listed in Section 3.0.2. Support for continuation and success thread seamlessly into one another and the same principles around student co-creation, inclusivity and support apply equally to each area. Eliminating the BAME attainment gap is a key part of our 2030 Strategy and one of our 14 internal key performance indicators by which the success of the institution will be judged.

We have made significant improvements in closing the attainment gap in recent years but still have further to go to eliminate these gaps completely. Research indicates that degree attainment outcomes are impacted by a range of factors. As a starting point we draw on the typology sketched out in the *Disparities in Student Attainment* model (Cousin and Cureton 2012) and adopted by Hockings et al (2010) and Mountford Zimdars *et al* (2015)[21]. We consider interventions aimed at curriculum, feedback and assessment, learning environment and psychosocial / identity factors. Given the complexity of disciplinary factors, contexts and student intersectional identity, we balance holistic / universal interventions and those for specific target groups. As in other areas, student-led research informs our approach. We also make available two sources of funding for student experience projects, totalling over £100,000 investment.

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[20] Newbold, J. (2015) *Lifestyle Challenges for Commuter Students, New Directions for Student Services*, (150), Summer 2015; Pokorny, H., Holley, D. & Kane, S. (2017) Commuting, transitions and belonging: the experiences of students living at home in their first year at university, Higher Education (74: 3)

[21] Cousin, G. and Cureton, D. (2012) Disparities in Student Attainment (DISA), York: The Higher Education Academy. Available at https://www.heacademy.ac.uk/system/files/projects/worlverhampton_2010_disa_final_report.pdf; Hockings, C., Cooke, S. and Bowl, M. (2010) Learning and teaching in two universities within the context of increasing student diversity: Complexity, contradictions and challenges. In *Improving learning by widening participation*, Edited by: David, M. 95–108. London: Routledge; Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham, L. (2015) Causes of differences in student outcomes, Bristol: HEFCE. Available at https://dera.ioe.ac.uk/23653/1/HEFCE2015_diffout.pdf

Formative Assessment Innovations	We are conducting research in collaboration with student researchers to explore alternative ways of providing formative feedback and also to understand more about the timing / nature of assessments. This project is due to report in 2019-20 and will inform the development of new modes of feedback / assessment and with the aim of contributing to the reduction of attainment gaps.
Students with disabilities	We have not included the OfS identified key performance measure regarding the success of students with disabilities, as students with disabilities at Queen Mary have higher success rates than those without disabilities. Through internal data we know that the higher success rates of students with disabilities is present in all but one academic schools. We will continue to routinely monitor the success rates of disabled students and will ensure through our non-continuation targets that students with disabilities continue to be supported and actively involved in the co-creation of our education, with a particular focus on the inclusive curriculum.
Portfolio Review	Commencing in 19/20 we will be undertaking a complete portfolio review. This review will be an integral part of meeting the targets listed in this Plan. The portfolio review will evaluate all of our programmes to ensure the constructive alignment between modules and programmes, and it will ensure the delivery of the Queen Mary graduate attributes. Additionally, the language used to describe all components of the programmes will be reviewed, to ensure it is accessible. The portfolio review will have students at its heart and will use the same methodology of co-creation as Going for Gold. This review will support development of a more consistent and coherent student academic experience and supports the development of an inclusive curriculum with more formative, personalised, meaningful and authentic assessment. Research suggests that WP students can be disadvantaged in comparison to peers from more affluent backgrounds and do not arrive with the implicit knowledge required to succeed in higher education. We anticipate that more scaffolding, better signposting, and a clearer narrative will result in the further reduction of attainment gaps (Crozier *et al* 2010).[22] As noted above, the programme review will embed the targets from this Plan to ensure our targets are delivered not just at institutional level but across all programmes, thereby delivering for all students.
HEAR	Through our innovative and inclusive programme to fully embed the HEAR (Higher Education Achievement Record) across Queen Mary, we will be ensuring that students from more disadvantaged backgrounds have their skills recognised through a more equitable recognition of activity. For example, we will be including caring responsibilities and part-time work as achievements in the HEAR so our students can rightly be recognised for the important skills gained whilst caring for family members or whilst undertake work to support household income. We are working with our students to co-create a wide portfolio of HEAR activity which will value the experiences of our diverse student body. We are also working closely with our Students' Union to ensure the rich and diverse opportunities in the union, from faith societies to environmental volunteering, are reflected in our students' transcript of achievement.

3.0.4 FINANCIAL SUPPORT MEASURES

Our aim is to ensure that finance is not a barrier for students to attend and succeed at Queen Mary. We will:

- Provide clear information and guidance for all students, to enable them to manage their finances and to access the support available from us and other sources where needed.
- Provide bursaries to students from the lowest income backgrounds to level the playing field with their peers, assuming the funding arrangements for universities remain as they are at the moment.
- Provide financial assistance as needed to students who find themselves in unexpected financial hardship.

At Queen Mary we are extremely cognisant of the impact and value of financial support. Queen Mary is distinct from its Russell Group comparators both in terms of its large WP student population and the large percentage of local / commuter students. Financial support can reduce the pressure on students to take on excessive amounts of term-time work which can impact on attainment (Moreau and Leathwood 2006; Richardson *et al* 2014) or enable them to take on more beneficial forms of employment (Brown and Hordosy 2018). Reducing the financial pressures on students reduces stress and mental ill-health, and supports better social and academic engagement (Hovdhaugen 2015). Students from some ethnic minorities are debt and loan adverse, leading to additional financial hardship and possible reduced attainment outcomes (UUK 2005; Stevenson 2012; Callendar 2008). Students report that financial support reduces the risks of non-continuation. (Nursaw Associates 2015).

Research suggests that, whilst there is little evidence of the impact of financial support on students' choice of university, it does positively affect the student experience by reducing the need for students to take on part-time work, reduce hours or take on part-time work that is flexible enough to meet the demands of higher education study

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[22] Crozier, G., Reay, D. and Clayton, J. (2010). Access, Participation and Diversity Questions in Relation to Different Forms of Post-compulsory Further and Higher Education. In: David, M. ed., *Improving Learning by Widening Participation in Higher Education.* Abingdon: Routledge.

(Hordósy et al. 2018; Hordósy and Clark 2018; WPREU 2018; Crockford et al 2015;). Other research suggests that the provision of financial support can make recipient students feel valued by the institution and that this has positive impacts on continuation and engagement with studies (Clark and Hordosy 2018).

In 2018, we commissioned Bristol University to undertake a literature review of the impact of bursaries, and to do some research into the impact of financial support on our own population. The executive summary of this work is available on our website and the full report available on request (we are working with colleagues in Bristol to publish the work). The evaluation concluded that our financial support "levelled the playing field" (c.f. Harrison and McCaig, 2018) for bursary holders, whose progression, research suggests, would have been negatively impacted (Bathmaker *et al.* 2013; McCaig *et al* 2016; Harrison and McCaig 2017). We found no evidence of differential performance between bursary and non-bursary students. Significantly, qualitative comments in the evaluation of our financial support indicate that our bursaries positively impact students' wellbeing and reduce financial stress, and that they are used for essential activity such as course-related costs and transport. The impact of financial stress is significant, with 2 in 5 of the students surveyed regularly worrying about having enough money to meet basic living costs such as rent and bills. The same proportion disagree that they have enough money to participate in all aspects of university that they want to, and almost 1 in 2 feel that money worries have impacted negatively on their ability to study.

The research also shows that bursary holders are more likely to complete their degree than they would have been otherwise. Exploring the outcomes for students confirms that here too bursaries appear to 'level the playing field'. There was very little difference between funded and unfunded students in terms of actual outcomes, both academic and in employment: these being retention and completion of degree, class of degree achieved and post-graduation experiences in the labour market. In fact, when looking at likelihood of completing their degree, we find what might be considered a 'protective' effect of the bursary. This means that students in receipt of the bursary are more likely to complete their degree than they would otherwise be expected based solely on their demographic background. Bursary recipients were also in fact more positive about how well their degree had prepared them for employment, even though their outcomes were very similar, perhaps having less social and economic capital to call upon when seeking work.

Driven by this evidence base for financial support, we dedicate proportionally more of our WP budget to financial support than our peers, and less to our outreach activities (given our effective performance in the latter, driven by our close working with local schools and sponsorship of two MATs). This investment appropriately follows OfS guidance to determine spend on the basis of analysis of performance. As long as the current funding mechanisms for universities remain in place, any new home undergraduate student joining Queen Mary from a family with an income of less than £20k per annum (as assessed by Student Finance England) will receive £1700 per annum, and any student from a family with an assessed income of between £20k and £35k will receive £1000 per annum. These amounts take into account our annual suggested food budget for each student, travel costs for commuting students (who are over-represented in the lowest-income groups) and the costs of books and other learning necessities.

Looking forward, as in the evaluation of other areas of our support and provision for disadvantaged students, we will continue to take a mixed methods approach to financial evaluation. We will use the OfS financial support evaluation toolkit to inform our approach and look for evidence of impact on continuation or degree outcomes, working closely with students. Using students as co-researchers we will interview bursary and non-bursary recipients to understand impact, with a particular focus on lived student experience and engagement to develop a more nuanced theory of change. We also incorporate evaluation into our other forms of financial support.
Our own student body is strongly supportive of, and are advocates for, our current approach to bursary spend and views it as a vital support for our students. We will continue to evaluate the impact of the bursaries annually, and in addition will commission further external research every three years.

3.0.5 PROGRESSION MEASURES
We have an innovative and far-sighted careers and employability provision that has won a number of sector awards in recent years for the support we give to widening participation students. Our metrics for student progression into employment show that we only have only one statistically significant gap in our progression statics: mature graduates are more likely to be in highly skilled employment than young graduates. This finding is not surprising and we do not intend to take any action against it. There is, however, a gap in the data for

Bangladeshi students which although not statistically significant does need addressing through the setting of targets and related actions.

Target group: Bangladeshi students
We have set one target for Bangladeshi students, where we identified a gap in progression to highly skilled employment outcomes. To meet this outcome we will be ensuring that Bangladeshi students are targeted for our existing innovative support schemes. Our Careers & Enterprise team work with the third sector organisation 1 Million Mentors and the East London Business Alliance to provide employer' mentoring to BAME students. We also offer opportunities to over 200 students a year through the ELBA employer-led skills training and work placement activates. Both BAME students and students from low-income backgrounds are prioritised for these opportunities. In addition, one of our academic schools has been working on a project to develop relevant interventions that seek to address the challenges Bangladeshi women face with regards to their graduate outcomes. We will build on the learning from this project, more detail of which can be found here.

Queen Mary also runs a mentoring programme linking disadvantaged and under-represented students with alumni mentors. Analysis of the achievement of participants versus non-participants shows better employability outcomes than would otherwise have been achieved, effectively eradicating disadvantage. We will develop similar bespoke mentoring for Bangladeshi students, and specifically Bangladeshi women, who are the least likely to progress into highly skilled employment.

Although there are currently no significant statistical gaps we will continue to monitor and target support for the following groups who are at risk of under-employment in the graduate jobs market: students from IMD Quintiles 1 and 2; care-experienced students; commuting students; students with non-traditional secondary qualifications such as BTECs and students on the autism spectrum.

Maintaining our current performance in graduate outcomes
In the analysis above, overall we note a trajectory of gradual improvement in progression outcomes. We welcome these findings cautiously as an indication of the success of the last five years of investment in employability support.

As well as investing in support for all students, analysis undertaken in 2014 showed a gap in performance for students from low income backgrounds. In response, we used university funding and partnerships with external funders (such as the J.P. Morgan Chase Foundation and Sir John Cass Foundation) to trial and evaluate targeted programmes for students in receipt of the Queen Mary bursary, including a summer school programme which includes support for the key components to building a highly skilled graduate[23]. Feedback from students indicates growth in confidence, skills and access to opportunities as a direct result from the summer school. Analysis using the Graduate Outcomes Survey will be undertaken once the students have graduated and the data is available. As with other parts of the higher education sector, employability components are integral to much of our curriculum and we will be evaluating this provision through the portfolio view referenced above.

In some cases, our students do not have the networks, and the confidence that stems from affluence, to enable them to aspire to the careers they deserve, or the support they need to manage the many conflicting demands of their lives whilst at university. We aim to provide that support, tailored to each and every student, to ensure that they can reach their full potential. Our approach is described below.

Employability and Progression Model	Includes: • Individualised, coherent career management support for our students and graduates. • The richest possible international experience through access to mobility opportunities, mentoring, enterprise support and international internships. • Integrated placements, internships and research projects embedded in our programme curriculum. • Opportunities for students to engage with our local communities, through volunteering and working in partnership with local organisations.

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[23] Examples: DfE report – Planning for Success: Graduates' career planning and its effect on graduate outcomes (2017) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604170/Graduates__career_planning_and_it s_effect_on_their_outcomes.pdf; 2017 Employability Literature Review: - Artess, J., Mellors-Bourne, R., & Hooley, T. (2017). Employability: A review of the literature 2012-2016. https://derby.openrepository.com/derby/bitstream/10545/621285/1/employability_a_review_of_the_literature.pdf

	• Support for all our students to recognise, record, and see the relevance of their wide-ranging higher-level skills development so that they can effectively develop and market themselves to future employers. • Opportunities for our alumni, who live all over the world and are leaders in a vast array of fields, to engage with our students to broaden their minds and employability opportunities.
QMentoring Programme	Employer mentoring programme for students from low-income backgrounds funded through our Strategic Fund. Students are matched with a mentor, often a Queen Mary alumnus, in a sector of interest. Support is given to mentors and mentees before, during and after the programme. 120 students receive a mentor each year with this figure expected to rise year-on-year. In 2018/19, in collaboration with our School of Business Management, we launched a new strand of QMentoring which will prioritise the School's female Muslim students, following analysis of three years of School graduate destination data which reveals this student cohort does consistently less well in the job market six months after graduation.
Employability Support for Care Leavers	Since 2016, an arrangement has been in place between the Careers & Enterprise team and the Advice & Counselling Service to improve support to care leavers. The two services liaise to make a direct referral (with the student's permission) if they feel a care leaver would benefit from more intensive careers support.
Ambitious about Autism	In 2017/18 our Careers and Enterprise team launched a collaboration with Ambitious about Autism running employer recruitment events on campus aimed solely at students on the autistic spectrum. Our data suggests that students with specific learning difficulties and autistic spectrum conditions may be more likely to progress into graduate level jobs than other students, if they are suitably supported. In light of the success of our targeted mentoring for students from low-income backgrounds we will also be implementing a mentoring system for students on the autism spectrum.

3.1 Whole provider strategic approach

Our strategic approach is laid out in our 2030 University Strategy and the education enabling plan, founded on our Going for Gold programme and now articulated through our Education Approach: Active Curriculum for Excellence, which aims to support our diverse student body to achieve their full potential and puts student co-creation at its heart. This approach fully embodies an embedded, whole-provider approach that welcomes and celebrates our diversity and inclusivity.

Links between access and participation and equality and diversity action plan

The University has a comprehensive action plan to ensure that it fulfils its duties under the Equality Act 2010, and this supports the objectives of the 2020-24 Access and Participation Plan in a number of key areas. There is more detail on our website. There are detailed action plans to:
- enhance gender equality for staff and students
- enhance access to Queen Mary's buildings, learning resources and virtual environment
- ensure that students with disabilities and staff feel supported at work and study, and that disability awareness is raised among students and staff
- promote a culture in the University where staff and students can be themselves and support students and staff to represent themselves and build communities within under-represented groups
- ensure adequate facilities and policies are in place to allow the practice of religion and promote good interfaith relations, including through the Students' Union Interfaith Forum
- reach participation levels within the Students' Union that reflect the diversity of the student body.

We are committed to creating an environment with a zero tolerance approach to harassment, bullying and hate crime. In partnership with the Students' Union, we launched a programme of work to ensure that our community is free from all forms of prejudice, discrimination, harassment and bullying. This involves the development of a new Dignity at Work Policy, a network of Dignity Disclosure Officers and an online reporting system for sexual harassment and hate crime.

3.2 Student consultation

This document has been co-created with our students, through the Students' Union sabbatical officers. The sabbatical officers signed off this plan before it was submitted. Students lead many of the workstreams described above in our Going for Gold strategy, which has now been subsumed into our education strategy. Specific examples of action taken as a result of student consultation include (this is just a small sample): improvements to the physical estate (such as facilities for commuter students, improved security, increased provision of learning spaces); an explicit commitment to increase our spending on counselling and mental health support; changes to

the undergraduate curriculum as a result of collaborative liberation work; and our student progression mentoring programme developed in consultation with students.

Collaboration with our student body is central to developing effective and targeted student support and we have prioritised working closely with students to develop our provision. We work extensively with students as co-creators and co-researchers and ensure that student perspectives are central to what we do. Often this is in the form of paid (we pay the London Living Wage) internships; we often work with students in this way to develop collaborative research or consultation projects. Our Students' Union (SU) is a close collaborator and integral to all central decision making. The six sabbatical officers are supported by a network of part-time student officers and course representatives, and are also supported by permanent Students' Union staff who are able to brief incoming officers on priorities and ensure continuity. The part-time student officers represent different minority groups, including disabled students, LGBT students and BAME students.

Development and submission of the 2020-21 Access and Participation Plan was managed by the Queen Mary Access and Participation Steering Group. All the then Students' Union sabbatical officers were invited to the meetings of this Group in the run up to the submission of the Plan, and were supported on the Group by SU staff. This meant that more than half the membership of the Group was student representatives. The Group discussed several iterations of the Plan before it was finalised. We have agreed with the SU that all the sabbatical officers will be permanent members of the Group, along with the relevant SU staff. The Group is chaired by the Director of Marketing and Communications, who provides regular updates to the Vice-Principal (Education), who is ultimately responsible for the delivery of our obligations under the Plan.

Our Access and Participation Monitoring Group, chaired by our Head of Widening Participation, monitors progress against targets in the Plan. Students' Union sabbatical officers are members of the Monitoring Group and they represent students' views and ideas in the discussions. Where workstreams are not delivering against their objectives, the activity would be stopped or modified by the Monitoring Group, referring up to the Steering Group as needed. We recognise that often the institutional view and the lived experiences of a diverse student body do not always neatly coincide and, consequently, we collaborate closely with students to ensure our activities and interventions reflect student need and experiences and provide the most effective and relevant support in a timely fashion. The range of student engagement and collaboration already identified in this plan demonstrates that student consultation is an iterative, multi-faceted approach at Queen Mary and students have the capacity to create, influence, implement and monitor developments that positively impact our student experience and outcomes. Most of the activity described in this Plan has been co-created with students through the 'Going for Gold' programme underpinning the 2030 Education Strategy.

3.3 Evaluation strategy

Research and evaluation
Evaluation is a golden thread that runs through all our activities. As an active member of HEAT we are able to longitudinally track students to measure the impact of our access programmes. We continue to further develop our evidence base and will share best practice via TASO. All of our access provision is aligned to the NERUPI framework, providing clear objectives for each of our activities, combining insight from theory, research and practice. All of our outreach activity has been developed with pupils, our students and school and University outreach practitioners.

Looking ahead we will build an evaluation framework which is linked to our overall education plan. The framework will be built in collaboration with colleagues across the student journey – including with student input and will embed theory of change principles.

As referenced above we are using the Lancaster model of change developed by Trowler *et al.* This model was used throughout the Going for Gold programme and will now become embedded in the delivery of the education strategy. Through the progression from solid foundations to evaluated innovation to a 'bridgehead' approach to embedding innovation across the institution, we put the review of all activity at the heart of our frameworks. Critical to our evaluation is student co-creation and co-review, with students as full participants in all of our review

frameworks from full portfolio review through to evaluation of single interventions. Our internal data provision improvements allow us to track the impact of interventions across a wide range of student characteristics. As we progress with our learning analytics transformation we will also aim to monitor behavioural changes as a result of interventions as well as outcome changes. For more information about our evaluation and data analysis approach, see Annex 2.

The monitoring and evaluation approach we have taken to date is built into our Going for Gold programme and, moving forward, into the Education Strategy Enabling Plan. Using the OfS evaluation self-assessment tool shows that our evaluation practice is split between type 1 (Narrative) and type 2 (Empirical). We are able to construct comparator student groups for some of our student progression into highly skilled employment activities and therefore able to implement some small-scale type 3 evaluations (Causal). Reflecting on OfS 'Standards of Evidence' guidance, we will undertake more small-scale comparative designs across the timeframe of this Access and Participation Plan.

The development of measurable objectives are the bedrock of any good evaluation strategy. At the institutional level, we have published KPIs as part of our University Strategy and Council, our governing body, will monitor progress against them. The University KPIs include some of the targets within this Plan; for example, elimination of the BAME attainment gap, improvement of student retention and improved graduate outcomes. At University level, our Education Strategy Group takes a risk-based approach to KPIs, maintaining and monitoring a running dashboard. This central dashboard contains not only institutional data, but also data accrued at the School and Faculty level. If any areas fall behind target, interrogation of cause takes place, led by the VP (Education). Within academic schools, progress against the objectives outlined in the schools' Student Experience Action Plans (SEAP) is monitored by the Deans of each Faculty. Progress against the Professional Services SEAP is monitored by a group that is co-chaired by the President of the Students' Union and the University's Principal. We will continue to deploy student interns to conduct student-led research to further our understanding of the student experience, and to facilitate both formative evaluation into the development of strategies and summative evaluation. We also use student-led research to unpack the impact of an intervention.

In relation to our access activities, we are members of the HEAT and as that data matures it will provide us with the tracking information needed to interrogate the long-term outcome of outreach activities. In the meantime, we use research to inform the development of our activities and set measurable objectives, final and interim, at the beginning of each project, to enable us to monitor progress.

As described earlier, a significant part of our investment is in financial support for students. This year, we commissioned external research from the University of Bristol to both conduct a literature review about the impact of bursaries and to undertake an impact analysis of our bursaries. An executive summary of the research is on our website; we are working with the research team to publish the work and in the meantime the report is available on request. It demonstrates that the bursaries are levelling the playing field, as stated above. We will conduct in-house mixed-methods research into the impact of our bursaries every year, and will commission further external research in three years.

Evaluation of Realising Opportunities - RO has a robust evaluation framework that incorporates contextual data, student aspirations and the longitudinal tracking of students through HEAT and UCAS. Evaluation work has indicated the impact of RO on a number of levels. Independent analysis has shown RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds: 100% of students meet these criteria. UCAS analysis shows evidence of elevated application and offer rates for RO students for 2017 entry to higher education. HEAT analysis for students entering higher education between 2011 and 2015 indicates that higher numbers of RO students are entering both higher education generally and research intensive universities than comparator groups.

In July 2017, HESA data provided by HEAT data showed that 77% of RO students received a 1st or 2:1 compared to 66% of all students nationally, including those from the most advantaged backgrounds. 94% of RO students who graduated in 2014/15 were in work or study six months after graduation, compared to 90% for all leavers from all UK universities.

3.4 Monitoring progress against delivery of the plan

Maintaining our strength in recruiting typically under-represented groups and educational targets around continuation and success are built into our University Strategy. Progress against meeting objectives outlined in the University's strategic objectives is monitored by our senior executive and our governing body, Council. Council review progress formally on an annual cycle and are provided with an update every 6 months. Progress against other measures, such as progress against the RO target, will be monitored by the Access Steering and Monitoring Groups. Students' Union sabbatical officers are members of these Groups. These Groups will look at our own dashboards, supplemented by HESA statistics and data recorded in HEAT, as measurable evidence of progress towards meeting the targets and milestones set out in Table 8 of the Resource Plan. Should sufficient progress not be made in a particular area, the relevant activities will be modified or stopped accordingly. The Chair of the Steering Group reports progress to the Vice-Principal Education, and discusses any significant changes in strategy with her.

Since we submitted our last Access and Participation Plan (2019-20), we have developed and introduced new data analysis and dashboard capacity across the University. This enables progress to be monitored at institutional and at academic school level as above. In common with most universities we have internal systems to monitor student engagement, facilitate early intervention for students at risk, and record systems for pastoral interventions. As part of our 2030 Strategy enabling plans, we will be launching a large-scale project to significantly improve and harmonise our student engagement monitoring, ensuring that we make a step change in both technology and student access to their own performance data. Regular updates of both the on-going evaluation, and the monitoring of KPIs, are provided to the University Senior Executive Team, once again, taking a risk-based approach but also providing vignettes of key successes (eg the student internship project, which became expanded over the course of 2018-19 due to its success in providing constructive insights).

4. Provision of information to students

OfS Priority A: Make APPs more accessible in a way that prospective and current students, teachers, parents and other stakeholders can easily understand.
See accompanying APP summary attached.

We are committed to the clearest possible communication of information to all our students. Information on new tuition fee levels and financial support arrangements from September 2020 will be available on our website from July 2019, together with information about fee levels and financial support for existing students. All information will make it clear that no student will be required to pay back loans until after graduation and until they reach specified minimum thresholds of earnings. We will provide clear information to applicants and students about our courses and entry requirements so they are able to understand exactly what they will be studying. This will be provided as web-based information and through our printed prospectus. To support this, there is work ongoing to ensure a clear and coherent content strategy for all our communications and alignment between the central communications function and Schools.

Provision of clear and accurate information to teachers and to parents and carers is important, as they are in a position to advise and influence students about the financial as well as academic aspects of their future studies. This can play a crucial determining role in deciding whether or not to progress to higher education. This work is undertaken across the University, for example by colleagues in the Advice and Counselling Service who provide information to offer holders and current students, and the UK Student Recruitment and Widening Participation Team who provide information, advice and guidance for schools and sixth-form colleges through regular publications such as a parents' and carers' guide and communications targeted at teachers and career advisers. Academic Schools also provide information to prospective students, parents and carers, and teachers who wish to find out more about their courses and studying at Queen Mary. Sessions on student finance are incorporated into outreach activities and included in information, advice and guidance work with schools and colleges.

5. Appendix

Annex 1: Note on the Data

In our last Access and Participation Plan (2019/20) we noted significant limitations in our data capacities and suggested that this limited our ability to work effectively. Subsequently, we have invested significant resource in enhancing our data provision and now have a range of datasets and dashboards to support effective planning. Most of our institution-specific analysis is based on validated and robust HESA data and structured around the student lifecycle, which supports analysis at the cohort level (i.e. year of entry) through access, continuation, attainment and progression outcomes. This allows us to retain consistency between this document and other institutional reporting and analysis activities. The majority of our analysis is based on cohort analysis, which is more robust than year of graduation analysis; the above graphs refer to the year of entry for each cohort, e.g. the 15/16 cohort entry would reflect degree awards made in 17/18. The only exceptions to this methodology are DLHE survey outcomes and the value added metrics, which are not yet available as a cohort analysis.

We have also drawn on additional datasets as required, including:
- The data supplied by the Office for Students / Access and participation data dashboard.
- The results of a complementary log-logistic regression analysis of student non-continuation and attainment outcomes.
- Comparator datasets for the immediate local, London and national context (OfNS: Population estimates for Lower Super Output Areas and Greater London Authority Data Store for Borough ethnicity demographics).
- Comparator data for Russel Group peer and other competitor institutions drawing on HESA and OfS datasets.
- Third party sector analysis by organisations such as AdvanceHE and WonkHE.

Analysis of Institutional Data - Unless indicated otherwise, analysis of performance is based on our institutional student performance data dashboard, which uses HESA data to provide an overview of student performance on a cohort basis (grouping students by their academic year of entry). Access is based on a cohort of students grouped by year of entry. Non-continuation is based on the proportion of students failing to continue their studies beyond year 1. Attainment is based on the proportion of students awarded a 1st or 2.1 degree classification grouped by their academic year of entry – due to data limitations we are only able to provide analysis for the years up to 2015/16. We have supplemented attainment outcomes data with a complementary log-logistic regressions (cloglog) to estimate the probability of student cohorts obtaining First class honours (1st), Upper second class honours (2.1), low marks (2.2 and 3rd) and withdrawing.t. Progression into Employment is based on the proportion of students who are in employment or highly skilled employment six months after graduation. In contrast to the other datasets, this is grouped by year of DLHE survey / graduation and therefore there may not exhibit continuity with the academic year cohorts used in the other sections.

Where appropriate, or where a sector comparison is required, data is sourced from the Office for Students Access and Participation Data Dashboard, which is populated by HESA data.

Annex 2: Data Analysis

Data Analysis Capacity - In our previous APP, we noted deficiencies in our data collection and analysis capacity. Since then, we have developed a much more robust data function. Each school now has real-time access to student applications, experience, engagement and outcomes data. On the basis of this data each school and institution have a Student Experience Action Plan, which sets their strategic direction and ensures that resourcing and attention can be directed to where it is most needed.

In terms of Outreach activities, Queen Mary subscribes to HEAT. When this data matures, it will give us capacity to quantify and evaluate the outcomes of our access work across the sector.

Mixed Method Approaches - As noted above Queen Mary has invested in the development of sophisticated data capture and analysis. At the same time, we also have substantial qualitative inputs, through our sector-leading

engagement with students and extensive use of co-creation and co-research approaches. This is the result of an embedded culture of evaluation and evidence-based practice.

Learner analytics and qualitative research findings are used in taught sessions to raise critical questions about barriers and enablers to student success and the themes of inclusion, student engagement and students as co-producers integrated as 'golden threads' throughout the curricula.

The academic experience and success of students in their first year of study is a key focus. This year, in order to improve the ways in which teaching is organised and delivered particularly in core modules, where student cohorts are large, we have deployed observers across Schools and interviewed numerous students and teaching and support staff. Putting this material together with quantitative data on student satisfaction and performance, we are building a picture of where practice is strong and should be shared and of where intervention and development are needed.

Our methodology for evaluating the impact of an initiative on participant outcomes is principally quantitative in nature, utilising a mixture of: pre and post-engagement participant surveys, in which we are looking for statistically significant differences in attitudes and aspirations; concise knowledge quizzes, in which we are looking for evidence that key learning objectives have been achieved; and long-term destination tracking, in which we are looking for progression to higher education in general, and to research-intensive institutions in particular. In some instances, where most appropriate, we gather qualitative data through interviews and focus groups. We have found a cyclical evaluation process to be the most effective approach for ensuring that evaluation outcomes influence practice. Evaluation reports are disseminated internally and feed directly into the development of the project the next time it is delivered. Much of our evaluation practice at an institutional level has relied on a pre-post design and the use of self-reported data via questionnaires (Type 2 evidence). We will continue to use this approach where appropriate. We are aware of the caution of Harrison *et al* (2018) that such self-reported data risks introducing a range of biases and may therefore be limited in what it can tell us about the impacts of an intervention.

Provider fee information 2022-23

Provider name: Queen Mary University of London
Provider UKPRN: 10007775

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All students	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	Applies for Integated Degree Programme in Science and Engineering	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	Applies for students who take a Year in Industry	Fee applies to entrants/all students	£1,850
Erasmus and overseas study years	Applies for students who take a full-year study abroad option	Fee applies to entrants/all students	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Provider fee information 2021-22

Provider name: Queen Mary University of London
Provider UKPRN: 10007775

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
First degree	This applies to continuing students who commenced study prior to 2017/18.	Fee applies to continuing students only	£9,000
Foundation degree	*	*	*
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	This applies to Diploma in Dental Hygeine.	Fee applies to continuing students only	£9,250
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to entrants/all students	£1,850
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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 | * | * | * |

Access and participation plan
Fee information 2020-21

Provider name: Queen Mary University of London

Provider UKPRN: 10007775

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

We do not intend to raise fees annually

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	*	£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	£1,850
Erasmus and overseas study years	*	£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

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

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: Queen Mary University of London

Provider UKPRN: 10007775

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,900,000.00	£2,000,000.00	£1,211,587.55	£1,211,587.55	£1,211,587.55
Access (pre-16)	£570,000.00	£600,000.00	£363,476.27	£363,476.27	£363,476.27
Access (post-16)	£1,140,000.00	£1,200,000.00	£726,952.53	£726,952.53	£726,952.53
Access (adults and the community)	£95,000.00	£100,000.00	£60,579.38	£60,579.38	£60,579.38
Access (other)	£95,000.00	£100,000.00	£60,579.38	£60,579.38	£60,579.38
Financial support (£)	£8,456,129.96	£8,480,123.29	£8,443,484.50	£8,429,784.00	£8,429,784.00
Research and evaluation (£)	£200,000.00	£200,000.00	£200,000.00	£200,000.00	£200,000.00

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)	£37,853,305.00	£38,681,335.00	£38,719,585.00	£38,719,585.00	£38,719,585.00
Access investment	2.8%	3.0%	3.0%	3.0%	3.0%
Financial support	22.3%	21.9%	21.8%	21.8%	21.8%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	25.7%	25.5%	25.3%	25.3%	25.3%

Targets and investment plan
2020-21 to 2024-25

Provider name: Queen Mary University of London

Provider UKPRN: 10007775

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups	PTA_1	Multiple	The proportion of RO students* who are tracked into HE who will access a research intensive university (RIU) within two years of becoming 'HE ready' and completing their Post-16 studies *RO uses a robust targeting criteria and all RO students are from groups underrepresented in higher education	Yes	HEAT data	2015-16	42%	50%	51%	52%	53%	54%	RO wishes to demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data. RO will therefore only be able to report on a milestone after two years, to allow for HESA data to be gathered via HEAT. For example, data for reporting on 2020-21's milestone will be available from Spring 2023.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the non-continuation rate for black students, and eliminate the gap between continuation rates for black students compared to the whole population by 2024	PTS_1	Ethnicity	Gap in non-continuation rate from year 1 to year 2 for black students, compared to whole population	No	Other data source	2016-17	3%	1.7%	1.2%	0.7%	0.2%	0%	We will use the internal student journey dashboard which is comprised of HESA data and reports students in Entry cohorts
To eliminate the continuation gap between students with disabilities and non-disabled students by 2024 with a particular focus on students with mental health conditions.	PTS_2	Disabled	Gap in non-continuation from year 1 to year 2 forstudents with mental health disabilities compared to whole population	No	Other data source	2016-17	9%	8%	6%	4%	2%	0%	We will use the internal student journey dashboard which is comprised of HESA data. Please refer to PTS_4 for the linked target.
Halve the institutional BAME attainment gap by 2024 and eliminate completely by 2030	PTS_3	Ethnicity	Gap between % BAME students receiving 1st or 2:1 compared to White students	No	Other data source	2015-16	8%	9%	8%	7%	6%	5%	We will use the internal student journey dashboard which is comprised of HESA data
To eliminate the continuation gap between students with disabilities and non-disabled students by 2024 with a particular focus on students with Specific Learning Difficulties.	PTS_4	Disabled	Gap in non-continuation from year 1 to year 2 for students with Specific Learning Difficulties (SpLD), compared to whole population	No	Other data source	2016-17	6%	N/A	N/A	2.5%	1%	0%	

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
Close progression gap into highly skilled employment or further study between Bangladeshi graduates and the whole population (i.e. full-time, first degree, UK domiciled graduates) who completed the relevant survey	PTP_1	Ethnicity	Gap in highly skilled employment or further study 15 months after completion of degree , between Bangladeshi graduates and the whole population (students at all levels of study who completed the relevant survey)	No	Other data source	2019-20	10%	9%	7.5%	5%	2.5%	0%	Baseline uses DHLE data, future years will use GOS data. Data sets are not comparable, but the gaps should be consistent within the datasets themselves.