

# University of Roehampton

## Access and Participation Plan 2019-20

### 1. Ambitions and Strategy

The University of Roehampton is a welcoming community of around 8,500 on-campus students where everyone can fit in and feel inspired to do their best. Going to university changes lives. This is integral to Roehampton's mission stretching back more than a century to the founding of the university's constituent colleges to educate women to become teachers.

Today students at Roehampton come from all walks of life. Our commitment to access and participation has seen a significant increase in the number of students from backgrounds less likely to go on to higher education. We recognise the challenges many face in taking this step. More than half our students are first in the family to go to university. The struggle to manage financially is widespread. A great many students juggle academic study with paid employment and caring responsibilities. For most students not living on campus, the commute across London is expensive and time consuming. Many of our students join us without significant connections to the professional world.

These are our students and we are proud of them. Our ambition is to deliver a high-quality education that meets the needs of all our students and ensures our graduates have what it takes to be successful in the world in which they will live and work. This includes providing them with the qualities – creativity, adaptability and confidence – and the professional networks that will prepare them for a successful career in the workplace of tomorrow. This commitment is integral to the university's new strategic plan and supports our wider commitments to equality, diversity and inclusion.

Our strategic goals are to ensure fairness and equality of opportunity in access and participation. The timeframe for these is set out in our targets. Our strategy to achieve these goals is to:

1. Work across the student lifecycle to promote access and participation
2. Work with external partners to develop and share good practice
3. Take an evidence-based approach to closing performance gaps in access, success and progression
4. Work closely with students from all backgrounds to identify priorities and find solutions
5. Take a cross-institutional approach to supporting and guiding students
6. Align our commitments to access and participation with our wider commitments to equality, diversity and inclusion

The university's commitment to access and participation starts with our local connections in London and the surrounding areas. This collaboration with schools and colleges, alongside a range of initiatives to inspire and support prospective students to come to university, are central to Roehampton's mission to change lives. The university's applications process ensures that students are treated fairly, whatever their background.

We value our students as individual people. Roehampton's size and campus community help enable staff to get to know our students and to understand what support they might need. Throughout their studies, students are given clear academic guidance by academic staff committed to helping them complete their studies and to have the best chance of success after graduation.

We also provide a wide range of support services for students, including financial guidance and access to hardship funds, health and wellbeing support, and a careers service and work experience opportunities. Graduates join an alumni community that both enriches the experience for current students and provides professional networks for students after graduation that are vital as they build their careers.

## **Performance and priorities across the student lifecycle**

As the profile of our students has changed, the university has set challenging goals around fairness and equality of opportunity on access and participation to rise to the challenge of this new generation. With 74% of our current on-campus student population being from at least one of the underrepresented groups in higher education, we are making a significant contribution to the shared ambition to widen access to higher education and this remains a strategic priority for the university.

With our profile, much of the work we do with students to ensure success and progression cuts across all groups, for example, on student engagement and retention. And while other work is targeted, for example, to bridge the attainment gap for black, Asian and minority ethnic (BAME) students and the wide-ranging support to disabled students, the benefits are likely to be shared by students from all backgrounds.

As the performance data in section 2 shows, over the past five years the university has made good progress in some areas to narrow the gaps in student success and progression across the student lifecycle. But we recognise there remains significant work to be done. The gaps in continuation rates have narrowed for all underrepresented students, for BAME students and those from the most deprived neighbourhoods. This narrowing is in part down to a dip in performance of students who are not underrepresented. The gap for our disabled students has closed, although the retention rate fell in 2015/16 indicating the importance of maintaining investment in this area. For mature students, it is significantly below our benchmark (4.3% points below benchmark).

On degree performance, while maintaining academic rigour, we have made improvements in performance for all underrepresented groups. However, the attainment gap in degree performance has not narrowed for BAME students and for students from the most deprived neighbourhoods. Our mature and disabled students perform similarly to other students, experiencing smaller gaps than seen in the sector. Overall, the gap in attainment for all underrepresented students is still below target.

On progression to graduate and highly skilled employment and further study, the university is performing well overall and gaps in performance have narrowed but not closed for some target groups of students – including for BAME students and those from the most deprived neighbourhoods. On progression to highly skilled employment, the performance has improved for BAME students, students from the most deprived neighbourhoods and disabled students even where a gap in the measure persists.

Preparing students to be career-ready is a strategic priority of the university. We will continue to drive investment in our careers provision, including initiatives to enhance the social capital of students less likely to have the connections and networks to ‘get ahead’. A review of the curriculum to embed ‘graduate attributes’ and work experience in all our programmes is currently being undertaken.

## **2. Assessment of current performance**

This section provides a more detailed analysis of our current performance on access, participation and success. The Office for Students has identified five characteristics where sector data has shown notable gaps in equality of opportunity in relation to access, success and progression from higher education in the UK. These characteristics and the specific measures we have used to monitor them are detailed in Table 1.

**Table 1. Underrepresented characteristics identified by OfS**

| Characteristic  | Underrepresented group  | Comparison group  |
|---|---|---|
| Students of particular ethnicities  | BAME (Black, Asian, Mixed and Other ethnicities)  | White and unknown   |
| Mature students   | Mature (entrants aged 21+ on UG courses and 25+ on PG courses)  | Young (entrants aged <21 on UG courses and <25 on PG courses) |
| Disabled students   | Students who are disabled   | Students with no known disability                             |
| Care leaver   | A care leaver   | Not known to be a care leaver                                 |
| Students from areas of low higher education participation or other measure of economic disadvantage | Students from areas within the lowest (i.e. most deprived) quintile according to the Index of Multiple Deprivation (IMD) <sup>1</sup> | Students not from the lowest IMD quintile                     |

We have chosen to use the Index of Multiple Deprivation (IMD) classification in preference to the POLAR3 (participation of local areas) groups to define students from economically disadvantaged backgrounds because of the known problems with applying this measure to large metropolitan areas, particularly London, with high levels of economic heterogeneity within wards. When it comes to our students, only 4% of our students in scope for the Access and Participation Plan (APP) were classified as coming from one of the lowest participation areas (POLAR quintile 1) whereas 21% of our students were classified as coming from one of the most deprived areas (IMD quintile 1).

In addition to the student characteristics specified by the OfS, we routinely monitor the relative performance and progression of our students with regards to other characteristics potentially associated with underrepresentation or disadvantage. These include socio-economic background, parental education, religion, gender, term time accommodation type (i.e. whether students live on or off campus) as well as various intersectionalities. All these analyses feed into the work done by the Access and Participation Plan Steering Group.

### **Student population**

74% of our on-campus students who are in scope for the APP (those on all undergraduate (UG) programmes and on postgraduate initial teacher training (PG ITT) programmes) are from at least one of the underrepresented groups. 72% of the group are BAME, 30% are mature, 28% are from the most deprived areas, 16% are disabled and 1.2% are known care leavers. In addition, 39% of our underrepresented students have more than one underrepresented characteristic.

### **Access**

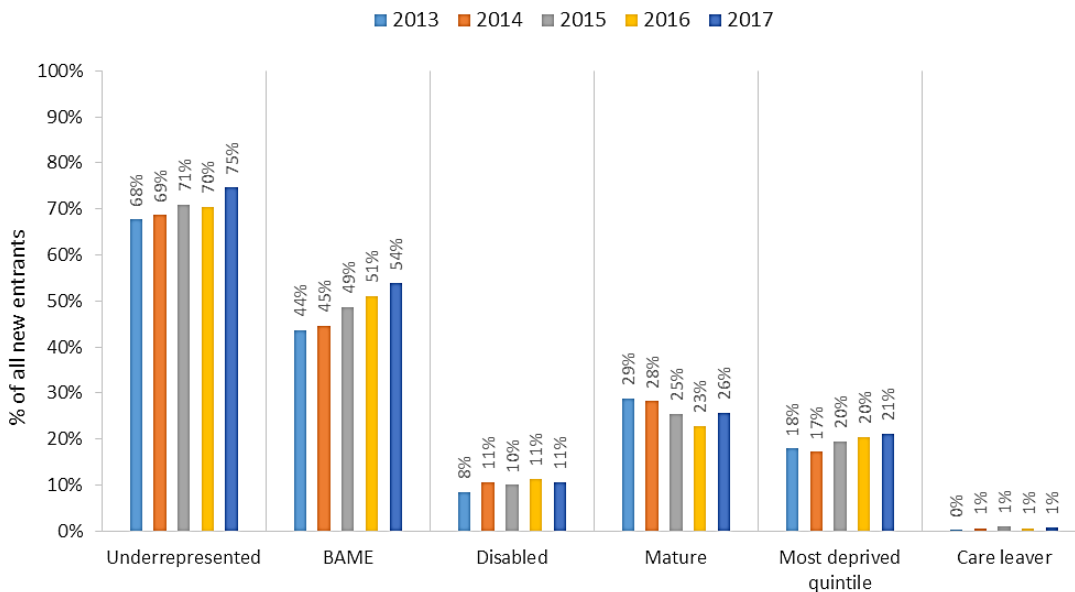
The number and percentage of on-campus new entrants onto our programmes covered in this plan are presented in Table 2 and Figure 1. Three quarters of our new entrants belong to at least one underrepresented group and the most recent year of data shows the highest level. BAME students represent the largest contributor to this group and the proportion has grown over the last five years to 54% in 2017. Mature students are the second largest group although their numbers have generally declined over the past five years, reflecting a sector fall in mature student numbers, although we did see a slight uplift in 2017 with mature students accounting for 26% of our new entrants. The number of students coming from deprived areas has increased over the five-year period to 21% in 2017.

<sup>1</sup> The Index of Multiple Deprivation (IMD) is a combined measure of relative deprivation for small areas (Lower Super Output Areas (LSOA1)) based on a total of 37 separate indicators from seven domains, reflecting different aspects of deprivation experienced by individuals living in an area.

**Table 2.** New entrant numbers (FPE) by underrepresented group over the past 5 years

| Student group                 | Number (FPE) New entrants |       |       |       |       | Percentage of New Entrants |      |      |      |      |
|-------------------------------|---------------------------|-------|-------|-------|-------|----------------------------|------|------|------|------|
|                               | 2013                      | 2014  | 2015  | 2016  | 2017  | 2013                       | 2014 | 2015 | 2016 | 2017 |
| All students                  | 2,696                     | 2,847 | 2,874 | 2,797 | 2,655 |                            |      |      |      |      |
| Underrepresented              | 1,826                     | 1,954 | 2,039 | 1,969 | 1,982 | 68%                        | 69%  | 71%  | 70%  | 75%  |
| Not underrepresented          | 870                       | 893   | 835   | 828   | 673   | 32%                        | 31%  | 29%  | 30%  | 25%  |
| BAME                          | 1,175                     | 1,268 | 1,401 | 1,427 | 1,428 | 44%                        | 45%  | 49%  | 51%  | 54%  |
| Not BAME                      | 1,521                     | 1,579 | 1,474 | 1,370 | 1,227 | 56%                        | 55%  | 51%  | 49%  | 46%  |
| Disabled                      | 227                       | 302   | 290   | 320   | 283   | 8%                         | 11%  | 10%  | 11%  | 11%  |
| No known disability           | 2,469                     | 2,545 | 2,585 | 2,477 | 2,372 | 92%                        | 89%  | 90%  | 89%  | 89%  |
| Mature                        | 777                       | 804   | 731   | 637   | 682   | 29%                        | 28%  | 25%  | 23%  | 26%  |
| Young                         | 1919                      | 2043  | 2144  | 2160  | 1973  | 71%                        | 72%  | 75%  | 77%  | 74%  |
| Most deprived quintile        | 484                       | 491   | 561   | 570   | 563   | 18%                        | 17%  | 20%  | 20%  | 21%  |
| Not in most deprived quintile | 2,212                     | 2,356 | 2,313 | 2,227 | 2,092 | 82%                        | 83%  | 80%  | 80%  | 79%  |
| Care leaver                   | 1                         | 19    | 28    | 17    | 21    | 0%                         | 1%   | 1%   | 1%   | 1%   |
| Not known to be a care leaver | 2,695                     | 2,828 | 2,846 | 2,780 | 2,634 | 100%                       | 99%  | 99%  | 99%  | 99%  |

**Figure 1.** Proportions of new entrants from underrepresented groups



**Access on franchise programmes**

Since 2015/16 we have an arrangement with QAHE (UR) Limited to deliver franchised versions of a number of our programmes. This agreement is being discontinued, with the last intake of students expected in September 2019. The new entrants onto the QAHE franchised programmes show a somewhat different profile of characteristics, although, like our on-campus students, the vast majority fall into at least one of the deprived groups (please see Table 3 for details). Over 90% of the QAHE new entrants are mature, which is substantially higher than the proportion amongst our on-campus new entrants and over a third are from the most deprived areas, which is slightly higher than for Roehampton taught students. In 2015/16 the proportion of BAME new entrants to the QAHE taught programmes was the same as that at Roehampton but in 2016 and 2017 the proportion is much lower at around 10%. At less than 1% in the most recent year, the proportion of disabled students on QAHE taught programmes is much lower than that on our taught programmes whilst the percentage of care leavers is similar at both institutions.

**Table 3.** Roehampton registered QAHE taught new entrant numbers (FPE) by underrepresented group since the beginning of the partnership in academic year 2015/16

| Student group                 | Number (FPE) New entrants |       |       | Percentage of New Entrants |      |      |
|-------------------------------|---------------------------|-------|-------|----------------------------|------|------|
|                               | 2015                      | 2016  | 2017  | 2015                       | 2016 | 2017 |
| All students                  | 425                       | 1,178 | 1,289 |                            |      |      |
| Underrepresented              | 409                       | 1,126 | 1,234 | 96%                        | 96%  | 96%  |
| Not underrepresented          | 16                        | 52    | 55    | 4%                         | 4%   | 4%   |
| Black                         | 61                        | 28    | 28    | 14%                        | 2%   | 2%   |
| Asian                         | 125                       | 85    | 46.5  | 29%                        | 7%   | 4%   |
| Other/ Mixed                  | 22                        | 15    | 37    | 5%                         | 1%   | 3%   |
| BAME                          | 208                       | 128   | 112   | 49%                        | 11%  | 9%   |
| Not BAME                      | 217                       | 1,050 | 1,178 | 51%                        | 89%  | 91%  |
| Disabled                      | 7                         | 9     | 6     | 2%                         | 1%   | 0%   |
| No known disability           | 418                       | 1,169 | 1,283 | 98%                        | 99%  | 100% |
| Mature                        | 384                       | 1085  | 1197  | 90%                        | 92%  | 93%  |
| Young                         | 41                        | 93    | 92    | 10%                        | 8%   | 7%   |
| Most deprived quintile        | 161                       | 397   | 442.5 | 38%                        | 34%  | 34%  |
| Not in most deprived quintile | 264                       | 781   | 847   | 62%                        | 66%  | 66%  |
| Care leaver                   |                           | 3     | 25    | 0%                         | 0%   | 2%   |
| Not known to be a care leaver | 425                       | 1,175 | 1,264 | 100%                       | 100% | 98%  |

### Breakdown by level

The overall proportions of underrepresented students amongst our on campus UG and PG ITT students covered by this plan are very similar, at 74% for our UG new entrants and 76% for our PG ITT new entrants. However, the groups differ in the type of underrepresented characteristics that dominate them. 57% of our UG students are BAME, compared to 27% of our PG ITT students; whereas, 59% of our PG ITT students are mature compared to 22% of our UG students (see Table 4 for full details). Our QAHE franchised programmes are all UG so no level breakdown is necessary.

**Table 4.** Proportions of underrepresented student groups by level

| Student group                                  | UG         | PG ITT    |
|--|------------|-----------|
| All new entrants (incl. % of UG, PG ITT total) | 2376 (90%) | 279 (10%) |
| Underrepresented                               | 74%        | 76%       |
| BAME   | 57%        | 27%       |
| Disabled                                       | 11%        | 9%        |
| Mature   | 22%        | 59%       |
| Most deprived quintile                         | 23%        | 9%        |
| Care leaver                                    | 1%         | 0%        |

### Sector comparison

Table 5 presents a comparison of the percentage of our on-campus students and students in the sector, in the three underrepresented groups for which data are available. The sector data is from Higher Education Statistics Agency (HESA) and shows the percentage of new entrants onto UG or PG ITT programmes in the last four years for which sector data is available. This data shows that BAME students are substantially better represented here than in the sector as a whole; that the proportions of disabled students are very similar; but that mature students are somewhat underrepresented here, especially in 2016/17. However, it should be noted that in 2017, the latest year of our data, the proportion of mature students has increased to 26%, 10% points behind the 2016/17 sector value.

**Table 5. Percentages of BAME, Disabled and Mature students amongst UR and sector new entrants**

|                 |               | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|-----------------|---------------|---------|---------|---------|---------|
| <b>BAME</b>     | <b>UR</b>     | 44%     | 45%     | 49%     | 51%     |
|                 | <b>Sector</b> | 17%     | 18%     | 19%     | 20%     |
|                 | <b>Gap</b>    | 26%     | 27%     | 30%     | 31%     |
| <b>Disabled</b> | <b>UR</b>     | 8%      | 11%     | 10%     | 11%     |
|                 | <b>Sector</b> | 9%      | 10%     | 11%     | 12%     |
|                 | <b>Gap</b>    | -1%     | 0%      | -1%     | 0%      |
| <b>Mature</b>   | <b>UR</b>     | 29%     | 28%     | 25%     | 23%     |
|                 | <b>Sector</b> | 41%     | 39%     | 38%     | 36%     |
|                 | <b>Gap</b>    | -13%    | -11%    | -12%    | -14%    |

To monitor our performance in attracting student from underrepresented groups, we have reviewed our access targets. For those groups where we outperform the sector, we aim to maintain our current levels. For mature students and disabled students, we aim to incrementally increase numbers towards sector levels over a 5-year period (see 4 Targets).

### Performance and progression

The following analysis of our student performance and progression focusses on our UG students. Data from our PG ITT students has been excluded, for two reasons. Firstly, because the performance measures used here, continuation from first to second year and degree classification, are not relevant to students on the one-year PG ITT courses. Secondly, because employment rates for these students are so high (99.6% in highly skilled employment or further study six months after graduation, according to the 2015/16 Destinations of Leavers from Higher Education (DLHE) survey) that the inclusion of this data might mask other effects. Data from QAHE franchised programmes are included in the continuation data but does not feature in the degree classification or DLHE data as, at the time of writing, the first cohort of QAHE students (new entrants in 2015/16) had not yet completed their three year degree programmes.

### Continuation rates

Table 6 shows the continuation rates of our students by entry year for each of the underrepresented groups alongside the rates for comparison groups and the ‘gaps’ in performance between these groups. Students are counted as continuing if they are still registered with us in the year after entry or have successfully completed. We have used this measure in preference to the HESA PI non-continuation measure, which counts students who have transferred to another UK HEP as continuing, as we do not receive details of our transfer students from HESA, and so cannot examine their characteristics, and also because in the extensive work we do to tackle non-continuation at Roehampton we target all students who are at risk of leaving us, whether they are leaving UK HE altogether or are leaving Roehampton to join another HEP. The three-year Teaching Excellence Framework (TEF) continuation values, including benchmarks, are also presented where available. These values are not directly comparable as, like the HESA PIs, they count students who have transferred to another UK higher education provider as having continued and so tend to be 3-4% points higher, as well as being an aggregate of three years of data, not including the most recent year. The IMD score also differs in that the TEF value considers students from IMD quintiles 1 and 2 to be deprived whereas in our data we have only considered quintile 1 to be deprived.

**Table 6.** Continuation rates – the percentage of total new entrants who continued at UR in the year following entry or successfully completed

| Continuation rate (%)                  | Entry year |             |             |             |             | 3 yr TEF values (2012/13-2014/15) |           |       |
|--|------------|-------------|-------------|-------------|-------------|-----------------------------------|-----------|-------|
|  | 2011/12    | 2012/13     | 2013/14     | 2014/15     | 2015/16     | UR value                          | Benchmark | GAP   |
| No. students in sample                 | 2119       | 1862        | 2004        | 2171        | 2910        |                                   |           |       |
| All students                           | 87%        | 84%         | 82%         | 85%         | 82%         | 88%                               | 91%       | -2.3% |
| Underrepresented                       | 84%        | 81%         | 80%         | 82%         | 81%         | 12%                               | 9%        |       |
| Not underrepresented                   | 90%        | 91%         | 87%         | 90%         | 86%         |                                   |           |       |
| <b>Gap: Underrepresented</b>           | <b>-6%</b> | <b>-10%</b> | <b>-7%</b>  | <b>-7%</b>  | <b>-5%</b>  |                                   |           |       |
| BAME                                   | 84%        | 80%         | 79%         | 82%         | 82%         | 86%                               | 89%       | -3.1% |
| Not BAME                               | 89%        | 88%         | 86%         | 88%         | 83%         | 14%                               | 11%       |       |
| <b>Gap: BAME</b>                       | <b>-5%</b> | <b>-7%</b>  | <b>-8%</b>  | <b>-6%</b>  | <b>-1%</b>  |                                   |           |       |
| Black                                  | 81%        | 75%         | 74%         | 77%         | 78%         |                                   |           |       |
| Asian                                  | 89%        | 84%         | 83%         | 91%         | 86%         |                                   |           |       |
| Other/Mixed                            | 83%        | 85%         | 82%         | 77%         | 83%         |                                   |           |       |
| Mature                                 | 81%        | 77%         | 75%         | 79%         | 76%         | 81%                               | 84%       | -3.4% |
| Young                                  | 88%        | 87%         | 84%         | 86%         | 86%         |                                   |           |       |
| <b>Gap: Mature</b>                     | <b>-7%</b> | <b>-10%</b> | <b>-10%</b> | <b>-7%</b>  | <b>-10%</b> |                                   |           |       |
| Most deprived IMD quintile             | 82%        | 76%         | 74%         | 76%         | 78%         | 85%                               | 89%       | -4.0% |
| Not in most deprived IMD quintile      | 88%        | 86%         | 85%         | 87%         | 84%         |                                   |           |       |
| <b>Gap: Most deprived IMD quintile</b> | <b>-5%</b> | <b>-10%</b> | <b>-10%</b> | <b>-10%</b> | <b>-6%</b>  |                                   |           |       |
| Disabled                               | 84%        | 89%         | 84%         | 88%         | 82%         | 91%                               | 91%       | 0.2%  |
| No known disability                    | 87%        | 84%         | 82%         | 84%         | 82%         |                                   |           |       |
| <b>Gap: Disabled</b>                   | <b>-3%</b> | <b>5%</b>   | <b>1%</b>   | <b>3%</b>   | <b>0%</b>   |                                   |           |       |
| Care leaver                            |            |             |             | 74%         | 86%         |                                   |           |       |
| Not a Care leaver                      | 87%        | 84%         | 82%         | 85%         | 82%         |                                   |           |       |
| <b>Gap: Care leaver</b>                |            |             |             | <b>-11%</b> | <b>3%</b>   |                                   |           |       |
| Care leaver numbers                    | <5         | <5          | <5          | 19          | 28          |                                   |           |       |

The TEF data shows that at Roehampton three of the underrepresented groups, BAME, mature and most deprived, were performing significantly below benchmark and worse than the score for all students in the 3-year aggregate data. Our students with a declared disability, on the other hand, had continuation rates which matched their benchmark. The time series data, which includes 2015/16 entrants, shows that the performance gap seen by our BAME students has narrowed over time and in the most recent year is down to just 1%-point difference. However, examining our BAME group in more detail shows that our black students still have sub-80% continuation rates, with a rate 6% points lower than our non-BAME entrants in 2015/16. In contrast, our Asian students had continuation rates 3% points higher than our non-BAME students in the past two years. The continuation rates of our most deprived students have improved from 74% to 78% in the last three entry cohorts, with the performance gap narrowing to 6% points for those entering in 2015/16. The continuation rate of our mature students is clearly a cause for concern, their rates have been consistently 7-10% point below that of our young students over the time-period. In addition, the HESA PI non-continuation rate (which counts transfer students as having continued) for mature students is 18.6%, 4.3% points below the sector benchmark of 14.3%, therefore a target has been introduced to monitor this (see Annex 1 Resource Plan table 8 for details). Continuation rates of our disabled students are similar or higher than the comparison group throughout this period. Due to the small number of care leavers studying with us, continuation rates are only available for the most recent two entry years, however, it is reassuring that continuation is at 86% for 2015/16 entrants with this characteristic, especially as that year represents the largest cohort so far of this group (28 new entrants, Table 2).

***Intersectionality: the combined effect of age, deprivation and ethnicity on continuation***

Table 7 shows the results of examining the three characteristics associated with low continuation, age, deprivation and ethnicity, at the same time, i.e. the intersectionality of the effects using the 2015/16 entry cohort data. The continuation rates of the 12 subgroups, created by performing pairwise comparisons of the



three characteristics, are presented along with the gaps in performance between each of these groups and their comparison group e.g. the gap in continuation between mature, deprived students and young, deprived students is -10% points (presented on the first row of the 'Gap: group 1' column in Table 7) and the gap between young, deprived and non-deprived students is -5% points (presented in row three of the 'Gap: group 2' column).

**Table 7.** 2015/16 Continuation rates and gaps for students with two underrepresented characteristics associated with poor performance in this measure

| Group 1           | Group 2            | % Continuation | Gap: group 1 | Gap: group 2 | % of total population |
|-------------------|--------------------|----------------|--------------|--------------|-----------------------|
| Mature            | Most deprived      | 72%            | -10%         | -6%          | 12%                   |
|                   | Not most deprived  | 78%            | -9%          |              | 24%                   |
| Young             | Most deprived      | 82%            |              | -5%          | 14%                   |
|                   | Not most deprived  | 87%            |              |              | 50%                   |
| Mature            | BAME               | 73%            | -13%         | -6%          | 18%                   |
|                   | White or not known | 79%            | -6%          |              | 18%                   |
| Young             | BAME               | 86%            |              | 0.7%         | 36%                   |
|                   | White or not known | 86%            |              |              | 28%                   |
| Most deprived     | BAME               | 78%            | -6%          | 0.9%         | 18%                   |
|                   | White or not known | 77%            | -7%          |              | 7%                    |
| Not most deprived | BAME               | 84%            |              | -0.3%        | 35%                   |
|                   | White or not known | 84%            |              |              | 39%                   |

Deprivation and age appear to have, independent, negative effects on continuation of our students, with age having the bigger impact. At 72%, mature, deprived entrants have the lowest continuation rate of any of these subgroups, 9% points lower than the 87% rate seen by young, non-deprived entrants. There appears to be an interesting interaction between the effects of ethnicity and age, with a notable gap in continuation between mature, BAME and white entrants (-6% points) but no discernible gap for young, BAME and white entrants (both at 86%). When the effect of deprivation is considered alongside ethnicity, the effect of ethnicity seems to disappear. Deprived BAME and white entrants have very similar continuation rates, of 78 and 77% respectively; which are substantially lower than the 84% seen by BAME and white entrants from non-deprived backgrounds. This data suggests that the gap in continuation seen between BAME and white entrants may well be driven by the fact that around a third of our BAME entrants are deprived (34%) compared to around a sixth of our white entrants (16%).

### **Degree class**

The proportion of first degree students achieving first and upper second (2:1) class degrees has increased for all of our students and for all the underrepresented groups over the last five years, Table 8. When all the underrepresented groups are considered together, there is a notable gap in achievement of 15-18% points over this period, which hasn't narrowed. The gap for our BAME students has remained at between 22 and 28% over the five-year period, around double the gap seen in the sector, despite a slight narrowing in recent years. All the BAME subgroups perform behind our non-BAME students in this measure, with the widest gap of 36% points in 2015/16 seen by our black students. The gap between our most deprived and our other students is also sizeable but has varied more over the five-year period from as large as 21% to as small as 9% points. Our mature and disabled students perform similarly to the comparison groups, experiencing smaller gaps than seen in the sector.



**Table 8. Degree class – the percentage of students graduating from first degrees achieving 1sts or 2:1s**

| % Achieving 1sts or 2:1s by graduation year | UR values |         |         |         |         | Sector values |         |         |
|---|-----------|---------|---------|---------|---------|---------------|---------|---------|
|   | 2012/13   | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2014/15       | 2015/16 | 2016/17 |
| No. students in sample                      | 1853      | 1783    | 1486    | 1596    | 1703    |               |         |         |
| All students                                | 62%       | 67%     | 70%     | 68%     | 69%     | 72%           | 73%     | 75%     |
| Underrepresented                            | 57%       | 61%     | 63%     | 62%     | 63%     |               |         |         |
| Not underrepresented                        | 71%       | 77%     | 81%     | 79%     | 81%     |               |         |         |
| Gap: Underrepresented                       | -15%      | -16%    | -18%    | -17%    | -18%    |               |         |         |
| BAME  | 47%       | 49%     | 57%     | 56%     | 56%     | 62%           | 63%     | 66%     |
| Not BAME                                    | 72%       | 77%     | 79%     | 78%     | 80%     | 74%           | 75%     | 77%     |
| Gap: BAME                                   | -25%      | -28%    | -23%    | -22%    | -24%    | -12%          | -12%    | -11%    |
| Black                                       | 39%       | 36%     | 46%     | 48%     | 43%     |               |         |         |
| Asian                                       | 49%       | 58%     | 64%     | 57%     | 64%     |               |         |         |
| Other/Mixed                                 | 59%       | 56%     | 62%     | 66%     | 60%     |               |         |         |
| Mature                                      | 63%       | 65%     | 66%     | 61%     | 68%     | 71%           | 73%     | 75%     |
| Young                                       | 62%       | 68%     | 71%     | 70%     | 69%     | 76%           | 75%     | 79%     |
| Gap: Mature                                 | 1%        | -3%     | -5%     | -9%     | -1%     | -4%           | -2%     | -4%     |
| Most deprived IMD quintile                  | 51%       | 49%     | 54%     | 60%     | 53%     |               |         |         |
| Not in most deprived IMD quintile           | 64%       | 70%     | 73%     | 70%     | 72%     |               |         |         |
| Gap: Most deprived IMD quintile             | -13%      | -21%    | -20%    | -9%     | -19%    |               |         |         |
| Disabled                                    | 62%       | 70%     | 70%     | 67%     | 71%     | 70%           | 72%     | 73%     |
| No known disability                         | 62%       | 67%     | 70%     | 68%     | 69%     | 72%           | 73%     | 75%     |
| Gap: Disabled                               | 0%        | 3%      | 0%      | -1%     | 3%      | -2%           | -2%     | -2%     |
| Not enough Care leaver data                 |           |         |         |         |         |               |         |         |

**Intersectionality: the combined effect of ethnicity and deprivation on rates of attaining 1sts and 2:1s**

Table 9 shows the intersectional effect of ethnicity and deprivation on rates of attaining 1sts and 2:1s using the most recent (2016/17) data. The proportion 1sts and 2:1s of the four subgroups are presented along with the gaps in performance between each of these groups and their comparison group.

**Table 9. 2016/17 rates of attaining 1sts or 2:1s and gaps for students with the two underrepresented characteristics associated with poor performance in this measure**

| Group 1  | Group 2           | % 1st & 2:1s | Gap: group 1 | Gap: group 2 | % of total population |
|----------|-------------------|--------------|--------------|--------------|-----------------------|
| BAME     | Most deprived     | 48%          | -19%         | -10%         | 11%                   |
|          | Not most deprived | 58%          | -22%         |              | 33%                   |
| Not BAME | Most deprived     | 67%          |              | -14%         | 4%                    |
|          | Not most deprived | 80%          |              |              | 52%                   |

Ethnicity and deprivation both have negative effects on continuation, which appear to act independently of one another, and with ethnicity having a somewhat bigger impact. At 48%, BAME, deprived students achieve the lowest proportion of 1sts and 2:1s of any of the subgroups, followed by BAME, non-deprived students, at 58%, and non-BAME, deprived students at 67%. Students who are neither BAME nor deprived have the highest rate of achieving 1sts and 2:1s, at 80%, 33% points higher than the rate for BAME, deprived students.

**Progression to employment/study**

The proportions of our graduates who progress to employment/ further study and highly skilled employment/ further study<sup>2</sup> six months after graduation are presented in Table 10 and Table 11. The

<sup>2</sup> The employment definitions used here are the same as those used in the TEF, with graduates defined as being in highly skilled employment or further study if they are employed in a job matched to SOC groups 1-3 (managerial and professional) or if they are undertaking any kind of further study six months after graduation, as reported in the DLHE:

<https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification>

corresponding three-year TEF continuation values, including benchmarks, are presented where available, although, please note that these values are not directly comparable to the yearly values as they are an aggregate of the last three years of data.

### **Employment and further study rates**

Our students, and all those from underrepresented groups perform well relative to the TEF employment/further study benchmarks. When all underrepresented groups are considered together, the time series data shows they have performed close to the comparison group over the four years, with only a 2% point difference for 2015/16 graduates. Our BAME students have levels of employment/ further study 3-5% points below the comparison group over the period, with a slight narrowing in the last two years, and are performing just 1% point lower than the TEF benchmark. At 89%, graduates in the other/mixed category had the lowest employment/further study rates of our BAME subgroups (89%), followed by black students with 91% and Asian students with 92%, just 2% points behind white students. Our mature students have performed slightly above young students in the past three years and just above the benchmark. Our disabled students have performed close to the comparison group over this period and just above benchmark. The gap seen by our most deprived students in this measure has improved markedly in the past three years with less than a 1%-point gap in the most recent year.

**Table 10. Percentage of graduates in employment or further study 6 months after graduation**

| % Employed or in further study         | Graduation year |             |            |              | TEF values |           |       |
|--|-----------------|-------------|------------|--------------|------------|-----------|-------|
|  | 2012/13         | 2013/14     | 2014/15    | 2015/16      | UR value   | Benchmark | GAP   |
| No. students in sample                 | 1310            | 1218        | 1075       | 1096         |            |           |       |
| All students                           | 92%             | 91%         | 93%        | 93%          | 92%        | 93%       | -1.1% |
| Underrepresented                       | 90%             | 89%         | 93%        | 92%          |            |           |       |
| Not underrepresented                   | 95%             | 94%         | 93%        | 94%          |            |           |       |
| <b>Gap: Underrepresented</b>           | <b>-4%</b>      | <b>-4%</b>  | <b>-1%</b> | <b>-2%</b>   |            |           |       |
| BAME                                   | 89%             | 88%         | 91%        | 91%          | 90%        | 91%       | -1.0% |
| Not BAME                               | 93%             | 93%         | 94%        | 94%          |            |           |       |
| <b>Gap: BAME</b>                       | <b>-4%</b>      | <b>-5%</b>  | <b>-3%</b> | <b>-3%</b>   |            |           |       |
| Black                                  | 87%             | 89%         | 94%        | 91%          |            |           |       |
| Asian                                  | 92%             | 85%         | 89%        | 92%          |            |           |       |
| Other/Mixed                            | 90%             | 90%         | 91%        | 89%          |            |           |       |
| Mature                                 | 88%             | 93%         | 94%        | 94%          | 94%        | 93%       | 1.3%  |
| Young                                  | 93%             | 91%         | 93%        | 92%          |            |           |       |
| <b>Gap: Mature</b>                     | <b>-5%</b>      | <b>3%</b>   | <b>1%</b>  | <b>1%</b>    |            |           |       |
| Most deprived IMD quintile             | 89%             | 82%         | 91%        | 92.2%        | 91%        | 92%       | -1.3% |
| Not in most deprived IMD quintile      | 92%             | 93%         | 93%        | 92.6%        |            |           |       |
| <b>Gap: Most deprived IMD quintile</b> | <b>-3%</b>      | <b>-10%</b> | <b>-2%</b> | <b>-0.4%</b> |            |           |       |
| Disabled                               | 89%             | 94%         | 93%        | 89%          | 93%        | 92%       | 1.0%  |
| No known disability                    | 92%             | 91%         | 93%        | 93%          |            |           |       |
| <b>Gap: Disabled</b>                   | <b>-3%</b>      | <b>3%</b>   | <b>0%</b>  | <b>-4%</b>   |            |           |       |
| Not enough Care leaver data            |                 |             |            |              |            |           |       |

### **Highly skilled employment and further study rates**

The rate of highly skilled employment and further study of our graduates exceeds the TEF benchmark by 2% points and has improved steadily over the past four years. Our BAME and most deprived graduates perform at their benchmarks whilst our mature and disabled graduates exceed theirs by 4 and 5% points respectively. When all underrepresented graduates are considered together, the gap from the comparison group has averaged just 2.5% points over the five years. The gap for our BAME graduates is wider but has narrowed considerably in the last three years from 12% points for 2013/14 graduates to 6% points for those graduating in 2015/16. The rates seen by our BAME subgroups have varied, but generally improved, over the four years,

with black graduates performing as well as non-BAME graduates for those graduating in 2015/16 (94%) but Asian graduates performing better for those graduating in 2016/17 (92%). The rate of highly skilled employment/ further study among our most deprived graduates has improved more markedly than the comparison group meaning that the gap for these graduates has narrowed to just 3% points in the most recent year. Mature graduates outperform young graduates in this measure, reflecting the pattern in the sector, whilst the performance of disabled graduates in this measure has been variable, sometimes above and sometimes below that of the comparison group.

**Table 11. Percentage of graduates in highly skilled (i.e. graduate level) employment or further study 6 months after graduation**

| % in Highly Skilled employment or further study | Graduation year |             |            |            | TEF values |           |     |
|---|-----------------|-------------|------------|------------|------------|-----------|-----|
|   | 2012/13         | 2013/14     | 2014/15    | 2015/16    | UR value   | Benchmark | GAP |
| No. students in sample                          | 1310            | 1218        | 1075       | 1096       |            |           |     |
| All students                                    | 57%             | 61%         | 66%        | 71%        | 66%        | 64%       | 2%  |
| Underrepresented                                | 56%             | 60%         | 65%        | 70%        |            |           |     |
| Not underrepresented                            | 59%             | 62%         | 66%        | 74%        |            |           |     |
| <b>Gap: Underrepresented</b>                    | <b>-3%</b>      | <b>-2%</b>  | <b>-1%</b> | <b>-4%</b> |            |           |     |
| BAME  | 51%             | 53%         | 62%        | 68%        | 62%        | 62%       | 0%  |
| Not BAME  | 62%             | 65%         | 69%        | 74%        |            |           |     |
| <b>Gap: BAME</b>                                | <b>-11%</b>     | <b>-12%</b> | <b>-7%</b> | <b>-6%</b> |            |           |     |
| Black   | 49%             | 56%         | 69%        | 67%        |            |           |     |
| Asian   | 49%             | 48%         | 56%        | 70%        |            |           |     |
| Other/Mixed                                     | 56%             | 59%         | 57%        | 66%        |            |           |     |
| Mature  | 65%             | 71%         | 80%        | 78%        | 77%        | 73%       | 4%  |
| Young   | 55%             | 58%         | 62%        | 69%        |            |           |     |
| <b>Gap: Mature</b>                              | <b>10%</b>      | <b>13%</b>  | <b>18%</b> | <b>8%</b>  |            |           |     |
| Most deprived IMD quintile                      | 51%             | 51%         | 60%        | 69%        | 62%        | 61%       | 1%  |
| Not in most deprived IMD quintile               | 58%             | 63%         | 67%        | 72%        |            |           |     |
| <b>Gap: Most deprived IMD quintile</b>          | <b>-7%</b>      | <b>-12%</b> | <b>-7%</b> | <b>-3%</b> |            |           |     |
| Disabled  | 61%             | 70%         | 66%        | 68%        |            |           |     |
| No known disability                             | 57%             | 60%         | 66%        | 72%        |            |           |     |
| <b>Gap: Disabled</b>                            | <b>4%</b>       | <b>10%</b>  | <b>0%</b>  | <b>-4%</b> | 69%        | 64%       | 5%  |
| Not enough Care leaver data                     |                 |             |            |            |            |           |     |

**Intersectionality: the combined effect of deprivation and ethnicity on employment rates**

Table 12 shows the intersectional effect of ethnicity and deprivation on rates of attaining employment/ further study and highly skilled employment/further study using 2015/16 graduation year data. The employment rates of the 4 subgroups are presented along with the gaps in performance between each of these groups and their comparison group.

**Table 12. 2015/16 employment and highly skilled employment/further study rates and gaps for students with the two underrepresented characteristics associated with poor performance in this measure**

| Group 1  | Group 2           | % Employment/ further study               | Gap: group 1 | Gap: group 2 | % of total population |
|----------|-------------------|---|--------------|--------------|-----------------------|
| BAME     | Most deprived     | 90%                                       | -6%          | -1%          | 11%                   |
|          | Not most deprived | 91%                                       | -2%          |              | 33%                   |
| Not BAME | Most deprived     | 96%                                       |              | 3%           | 4%                    |
|          | Not most deprived | 94%                                       |              |              | 52%                   |
|          |                   | <b>% Highly skilled emp/further study</b> |              |              |                       |
| BAME     | Most deprived     | 67%                                       | -7%          | -2%          | 11%                   |
|          | Not most deprived | 68%                                       | -6%          |              | 33%                   |
| Not BAME | Most deprived     | 73%                                       |              | -1%          | 4%                    |
|          | Not most deprived | 74%                                       |              |              | 52%                   |

### ***Employment/ further study***

When examined independently, ethnicity has a small negative impact on employment/ further study (3% point gap between BAME and non-BAME) whilst deprivation has almost no effect (1% point gap between deprived and non-deprived) (data from Table 10). When the effects are examined together, a larger BAME effect was seen for deprived graduates, with a gap of 6% points between the employment/further study rate of BAME and white, deprived graduates, and a slightly smaller gap (2% points) for non-deprived graduates. The subgroup with the highest employment/ further study rate is deprived, white graduates, which is not necessarily what would be expected. This result might be related to more privileged white, graduates having the financial security to hold out for a job they really want.

### ***Highly skilled employment/ further study***

When examined independently, ethnicity and deprivation both have negative effects on rates of highly skilled employment/ further study, with ethnicity having a somewhat bigger impact (6% point gap compared to 3%-point gap, Table 11). When the effects were examined together, a similar sized BAME effect was seen for deprived graduates (7% points lower than non-BAME, deprived graduates) and non-deprived graduates (6% points lower than non-BAME, non-deprived graduates) whereas the already small effect of deprivation was further reduced (to 2 and 1% points for BAME and non-BAME graduates respectively).

## **3. Priorities, monitoring and evaluation**

### **Priority underrepresented groups**

This analysis of performance on access and participation across the student lifecycle highlights the work we must do to meet our ambitious goals of fairness and equality of opportunity for all students studying with us. The associated targets to meet and exceed our benchmarks set out in section 4 of this plan. It leads us to prioritise the following underrepresented groups: BAME students, in particular, black students; mature students; disabled students; and students from the most deprived neighbourhoods. Our analysis also highlights important intersectionalities around ethnicity, age and deprivation and the multiple disadvantages to which these give rise.

The attainment and progression gaps for BAME students remains a priority for us, in particular, black students. Over the past five years we have made some progress in narrowing these gaps in continuation and attainment and graduate outcomes, but they persist. We have in part, through HEFCE-funded projects, sought to bridge the attainment gaps for BAME students through work on assessment literacy, including a university-wide commitment to anonymous marking. This work continues to be a feature of this new access and participation plan, including work sharing good practice across the university and with partners in higher and further education. Work to support BAME students into graduate employment and further study is also prioritised in our current work and future plans.

Mature students are also a target group in this plan in a way they have not featured prominently in previous access agreements. As we have seen, while degree outcomes for mature students are satisfactory, and graduate employment performance good, the non-continuation rate is significantly worse than the benchmark. We already partner with a further education college to deliver programmes designed for and targeted at mature learners. Going forward, the university has prioritised plans to develop more flexible patterns of learning for mature students, as many have caring responsibilities. These include accelerated degrees alongside other initiatives to build a greater sense of belonging to the university community.

To support disabled students to access and participate in higher education at Roehampton, we will maintain investment in a specialist service for disabled students as well as continuing to roll-out the measures we

have initiated under recent access agreements to develop lecture capture and inclusive practices in learning and teaching.

Students from the most deprived neighbourhoods are also a priority group notably in terms of access. As we detail in section 5 of this plan, one important measure is to focus outreach work with schools in low participation areas. Further, our analysis of the underrepresented characteristics held by a good number of our students points to how deprivation, ethnicity and age intersect in ways that will drive our participation plans. Success gaps are widest for students who are older and from more deprived BAME backgrounds. The challenge we face in terms of the low continuation rates for mature students is bound up with the ethnicity and socioeconomic background of these students.

While we are mindful of the need to put in place initiatives that address the specific needs of all mature students, all BAME students and all students from deprived neighbourhoods, these plans are informed by intersectionalities of our student population and the performance gaps these give rise to. It leads us to take a whole provider approach that works across the student lifecycle to address the interlocking challenges faced by students facing multiple deprivations in making the transition to university, developing the confidence, skills and capabilities to be successful students, the personal, family and social obstacles faced by many of these students and the absence of wider networks to support students in their studies and future working lives. The next stage in the development of our student engagement and retention work outlined in section 5 provides an example of this approach that works across the university.

A summary of priority groups and examples of planned activities is provided in **Table 13**. Details of this work is set out in section 5.

**Table 13. Summary of priority groups and planned activities**

| Priority groups  | Examples of planned activities   |
|--|--|
| All underrepresented groups                                    | Access and outreach activities with schools and colleges including as part of collaborative and industry networks (e.g. Aim Higher London South)<br>Extended induction programmes to support the transition to university including peer networks and learning gain confidence building<br>Career networking, skills and work experience activity e.g. Young Chamber of Commerce with Wandsworth Council<br>Student financial hardship support |
| BAME   | Bridging the attainment gap project for BAME students (RAFA 2)<br>Targeted careers activities (e.g. BAME leadership conference)  |
| Mature students (including those with caring responsibilities) | Targeted academic offers in collaboration with partners in further and higher education (e.g. Carshalton College)<br>Flexible learning (including considering accelerated degrees)   |
| Disabled students  | Continued investment in high quality disability services<br>Lecture capture<br>Inclusive practice in learning and teaching<br>Targeted careers activity e.g. LaunchPad entrepreneurship project for students with neuro-diverse conditions   |
| Most deprived  | Access and outreach work with schools in low participation areas<br>Activities above recognising the intersectionalities of ethnicity, age and socio-economic background   |

### QAHE franchised programmes

As the access data in section 2 shows, the profile of students taught by our partners at QAHE is somewhat different from that of the students taught at Roehampton, the recruitment of mature students and those from deprived areas is very strong but recruitment of BAME and disabled students is weaker. QAHE recruits a large proportion of students via education agents working closely with communities of Eastern Europeans

living and working in the UK. Growth in these agencies has driven the decline in the proportion of students from BAME backgrounds. QAHE has begun to address this through establishment of an Outreach Unit to increase direct recruitment and to work closely with BAME communities and community leaders to encourage increased participation and application. Under representation of disability may also reflect the current importance of European students in QAHE's student body, as those with disability or additional needs are less likely to have migrated to the UK for work and/or study. It may also reflect significant under declaration of disability by students from different European Countries. The Head of UK Partnerships at Roehampton has responsibility for monitoring progress on action to improve access and participation in our franchise programmes in close collaboration with staff at QAHE.

### **Complementary activity and collaborative working**

Complementary activity and working in collaboration with external partners is an important feature of our access and participation strategy. Two partnerships are worth highlighting to illustrate this commitment as they address distinct stages of the student lifecycle.

A significant complementary activity for the University is participating in the HEFCE funded National Collaborative Outreach Programme (NCOP) through our partnership with AimHigher London South. This allows us to work collaboratively with local universities, schools, colleges, local authorities and other stakeholders to support schools across the eight target wards within the AimHigher London South geographical coverage area. Through the programme we deliver a broad range of outreach activities crossing both academic and student life areas in collaboration with several other HE institutions. In spring 2018 we will deliver an interactive life sciences subject day for NCOP target schools, encouraging students to consider STEM subjects as an option at university, and covering areas from sport science to animal science.

Re-imagining Attainment For All 2 (RAFA 2) is a collaboration between three institutions (University of Roehampton, Carshalton College and Queen Mary University of London) funded by HEFCE which started in April 2017 and builds on an earlier HEFCE-funded project from 2012/2013. RAFA 2 is a student-led initiative focusing on the process of academic assessment in higher education with the aim of critically analysing and addressing the attainment gap between black/African/Caribbean/black British, and white students. Additionally, RAFA 2 will explore the attainment gap between Muslim women students and white students in general.

### **Evaluation and monitoring**

This plan is the responsibility of the Access and Participation Plan Steering Group that brings together learning and teaching, student engagement, planning, recruitment and admissions, finance and academic departments. The group reports on the plan to the two main committees of the university Senate responsible for access and participation, Curriculum Strategy Committee chaired by the Deputy Vice-Chancellor and the Learning Teaching and Quality Committee (LTQC) chaired by the Deputy Provost for learning and teaching. In addition, the group also reports to the university's Equality, Diversity and Inclusion Group chaired by the Pro Vice-Chancellor and Director of Finance.

The evaluation and monitoring of student success and progression activities is underpinned by the collection and analysis of a wide range of quantitative and qualitative data sets, well-established quality assurance mechanisms and clear senior leadership and oversight. Specific access and learning and teaching projects (including both NCOP and RAFA 2) have their own evaluation methodologies embedded in their programmes of activity.

The university's planning department is responsible for the analysis of data across the student lifecycle from applications and enrolments through to continuation, achievement and graduate outcomes. Planning is also responsible for our standardised module evaluation surveys and a series of student satisfaction and

engagement surveys across the student lifecycle from application stage through to graduation and beyond. These surveys include the National Student Survey, the UK Engagement Survey, the Postgraduate Taught and Research Surveys and the Destination of Leavers survey, as well as a series of in-house surveys of applicants, new entrants, first and second year students and alumni.

The continuous improvement of activity to support access, success and progression is driven through the evaluation and monitoring at all levels. On access and outreach, we evaluate our widening participation programmes to ensure efficacy and value for money. Following best practice, the university adopts a different approach to evaluation according to the age of the students involved and the outcome that is being measured. For example, on sustained engagement programmes, participants are asked to complete an entry and exit evaluation so that changes in attitude and perception can be measured. One such example is our Class of 2020 programme where we seek to raise the achievements and aspirations of 175 young women from widening participation backgrounds, as well as celebrate the history and heritage of the University of Roehampton. In another example, to measure improvements in attainment as part of the Pathways to Law programme (Pathways to Law is an academic enrichment, sustained engagement programme designed to widen access to degrees and careers in the legal sector for those under-represented within it), predicted grades at the beginning of the programme (the start of Year 12) are compared against achieved grades at the end of the programme (mid-way through Year 13). Finally, with younger students, evaluation is kept simple and accessible with students being asked to name one thing they learnt that day and one thing that they didn't get to do that they would have like to have done. This data is used to inform and improve programme content.

Academic success and progression data underpins and informs programme annual review (PAR), undertaken by academic programme teams and reported to LTQC. PARs embed continuous enhancement into the management of academic programmes and the student academic experience and provide a mechanism to drive improvements in student outcomes including performance measures focused on underrepresented student groups. Support for academic enhancement is provided across the university by education developers in the Learning, Teaching and Enhancement Unit (LTEU). The unit delivers academic continuous professional development, including HEA and SEDA-accredited professional recognition programmes and a range of targeted projects from assessment literacy to inclusive teaching to improve the quality of teaching for all students. The university runs an annual learning and teaching event to provide a focus for this enhancement work.

Data on student outcomes informs periodic review, also managed by the academic departments. Periodic review gives academic staff an opportunity to review programmes on a five-yearly cycle and enhance the curriculum. Over the past three years, in response to the significant changes to student population at Roehampton, we have accelerated this review of the curriculum across the university to ensure all courses are high quality, attractive to meet the needs of all students and sustainable to deliver. Period review panels include internal and external members and student representatives.

Senior leadership over the performance of the university against its student outcomes targets is provided by the Student Experience and Outcomes Panel chaired by the Vice-Chancellor. This panel meets throughout the academic year to review all teaching excellence performance data across all programmes and by student characteristics. The panel also monitors the progress and outcomes of cross-university learning and teaching projects including those aimed directly at narrowing the gap in performance between different student groups. Student success and progression data is also monitored by LTQC.

On the provision of services to students outside the curriculum, monitoring and evaluation at a senior level is provided by Student Life Committee (SLC) chaired by the University Registrar. SLC monitors and reviews the quality and performance of services and facilities provided to students, ensures coordination between those



services and facilities, reviews and makes recommendations on policies and procedures relating to these services. The SLC considers annual reports on the quality and performance of services and facilities provided for students (other than academic services), using these to make recommendations for enhancement. Although the SLC has no direct oversight of academic matters, the committee ensures that support for student wellbeing is effective, integrated with academic support and ensures that services and support to students are of the highest quality and are appropriate to the needs of a diverse student body.

Hardship funds are awarded to students to enable them to complete their studies. In order to monitor the effectiveness of the fund, recipients are monitored across the academic year to ensure that they are still continuing with their studies and where necessary further interventions would take place. This monitoring is carried out by both the Welfare team and Student Finance team. Annually the Student Life Committee receives a report as to the effectiveness of the fund and statistics on the recipients in order to ensure the fund continues to be fit for purpose.

### **Equality, diversity and inclusion**

This access and participation plan is aligned with and fully supports the equality and diversity strategy of the university. The importance of equality, diversity and inclusion at Roehampton was recognised by the decision in 2017 to strengthen the authority of the Equality, Diversity and Inclusion Committee by making it a committee of our governing council chaired by the Vice Chancellor. This is coming into force in May 2018. The terms of reference for the working of group of this committee, Equality, Diversity and Inclusion Group chaired by the Pro Vice Chancellor include reviewing the profile of Roehampton students and promoting activities which support equality, diversity and inclusion to all relevant stakeholder groups. By reporting on our plans to promote access and participation to this group, we make it possible for the university to coordinate its support for equality and diversity and, at the same time, for our future access and participation plans to be shaped by the wider equality and diversity needs of the university.

### **Student engagement**

Working with students to drive enhancements in performance is a feature of our on-going Access and Participation Plans. Underpinning our values is a strong and active partnership with students. Students' views shape how we deliver our services and influence how we teach them. Our Student Senate, which reports to our senior academic board, is a consultative and advisory body that is chaired by the Vice-Chancellor and the agenda is jointly set by students. As well as having responsibility for a budget which can be spent on areas that improve the student experience, Student Senate also endorses key university strategies and plans, including the overall Strategic Plan, the Student Communications Plan and, going forward, our new Access and Participation Plan. Central to the university's Student Communications Strategy is raising awareness and usage of services that can directly improve the experience of students from underrepresented groups, including our wellbeing and financial support services.

We engage students at every level of the university's governance, quality assurance and enhancement structures, to ensure shared responsibility for determining the direction of the university. We also work closely with Roehampton Students' Union (RSU), who also provided input to this Access and Participation plan in the form of a written statement. Additionally, the introduction of a new RSU VP role in Education in 2015 strengthened the student voice in academic quality assurance, for example, through a better trained cohort of student programme representatives on programme boards and review and validation panels. RSU also gives students the opportunity to be elected to positions, such as BAME Students Officer; Students with Disabilities Officer; Postgraduate & Mature Students Officer; and Students with Caring Responsibilities Officer, enabling them to champion student opinion at senior levels within the university and raise the voice of their community at decision-making levels.

In 2016 we recruited to a new post of Director of Student Engagement. This senior level appointment signalled a new drive to ensure the participation of students from all backgrounds, including those traditionally underrepresented. A university-level student engagement steering group - jointly chaired by the Director of Student Engagement and the RSU VP Education – provides strategic lead across the university to ensure Roehampton students are fully engaged in all aspects of academic quality assurance, are at the heart of academic enhancement activities and that this involvement is worthwhile and makes a difference. This student engagement steering group led the launch of a new student engagement strategic plan in 2017 and a series of projects across all departments to engage students in academic enhancements, including those focusing on the participation, success and progression of underrepresented students. An example of this is the Student Event Organisers project in the Media, Communications and Languages department works with students as partners to devise and enact approaches to improve student participation and uptake of activities ranging from academic guidance tutoring to end of year celebrations. The Peer to Peer Mentoring project in Dance is an example of a department working to improve success and progression by focusing on new students, aiming to help improve their transition into university, build a sense of belonging and aid retention. Another example involves capturing student voices, bringing together a group of students to discuss the challenges they face combining academic studies with 'life' outside of university. Students have produced messages for their tutors suggesting strategies to support their learning. These projects form part of the programme review process to inform continuous improvements.

An important feature of the student engagement steering group is that it is made up of 50:50 staff/students, with 50% of its membership from underrepresented groups. The membership reflects the student population, our ambitions and supports our priorities which include breaking down barriers to engaging students from underrepresented groups and specifically targeting student non-continuation and retention.

#### **4. Targets**

To monitor the performance of our underrepresented groups we have reviewed our targets. Details of the targets and milestones are included in Table 8 of the Resource Plan.

#### **5. Access, student success and progression measures**

In the first three sections of this Access and Participation Plan we set out our ambitions and strategy while reviewing our current performance on access and participation to ensure fairness and equality of opportunity for all students at Roehampton. In this section we will provide an overview of the activities and support we will undertake in 2019-20 to address these priorities. To start with we set out our plans for supporting wider access to higher education. Then we look at work to support students in their academic studies and when they graduate.

##### **Access**

At Roehampton, we ensure fair access to all students through a robust admissions policy and a commitment to equal opportunities. Outreach to students from disadvantaged backgrounds and those who do not typically engage in higher education is embedded fully into our activities and is integral to both the mission of the university and to our student recruitment strategy.

We have long been committed to working in partnership with schools and colleges to foster outreach collaborations that lead to the provision of high-quality, timely and impartial information, advice and guidance to potential university students from diverse backgrounds. Outreach undertaken at Roehampton seeks to be progressive and multi-interventional and we work with targeted schools and colleges identified as meeting a range of WP criteria (school attainment data, percentage of students receiving free school

meals, low participation postcodes) to tailor activities to meet age and needs specific demands. Research shows that a sustained engagement approach to outreach is more impactful than one-off interventions, and so we prioritise this approach both in our own projects and through our collaborative network AimHigher London South, to reach as many students in meaningful ways as possible. This approach to outreach is generally more aspirational in nature and aims to instil a desire to go to university to those it reaches and includes interactions at primary, secondary and post-16 level.

Building on successful outreach programmes such as Class of 2020 and Pathways to Law we also aim to ease access into Higher Education through our academic portfolio. In recent academic years we have introduced the extended degree programmes. These are four-year programmes with a year zero to bring students with qualifications that would normally inhibit access up to year one entry standard. We are also currently working to develop apprenticeships to increase access from under-represented groups, including in partnership with QAHE as part of our strategy to provide opportunities for mature students.

**Academic departments** at Roehampton are dedicated to outreach, some with specific programmes targeting underrepresented groups of learners. For example, staff from the Department of English and Creative Writing run reading groups in prisons through the Prison Reading Groups project, led by students and staff. This project encourages links between formal and informal education in prisons, promoting listening and discussion and enhancing participants' communication skills. The Department of Social Sciences offer an accredited higher education module in Criminology called 'Understanding Justice' to inmates at Belmarsh Prison. The module is part of the Learning Together National Network, which aims to challenge social disadvantage as a barrier to learning by pairing universities with prisons. On-campus students work alongside students at the prison to consider the operation of justice and how this may help or hinder us in trying to achieve an ethical life.

Each academic department works with the schools and colleges engagement team to deliver subject specific content to a variety of learners, from primary age pupils, enhancing their standard curriculum with engaging and interactive workshops, through the range of secondary age groups, up to A-level revision sessions in targeted areas such as modern languages. We also operate a Taster Lecturer programme where postgraduate students across the institution apply to develop age appropriate mini-lectures based on their research topics and deliver these in schools and on campus to encourage extra-curricular learning and inspire aspiration outside the standard school subject portfolio.

In 2019-20 we will continue to deliver a series of access and outreach programmes that will sustain Roehampton's record on widening participation. We will work to expand our school and college partner network further, with a focus on schools in the most disadvantaged areas as well as those with a high enrolment of students from our target groups. We also plan to focus outreach work on schools in low participation areas and are currently recruiting to a new full-time position which will concentrate solely on the expansion of our school and college partnership network outside our locality. We will continue to offer an enhanced programme of information, advice and guidance to support staff and learners to make informed decisions about higher education, and we plan to expand our Taster Lecturer programme in the coming year to increase the number and diversity of students to whom this opportunity can be offered. Roehampton will continue to work collaboratively to deliver outreach activities wherever possible.

One new activity planned is participation in a debating project with four other HEIs through AimHigher London South, to support learners with their oracy, presentation and confidence in public speaking. Through this partnership we also aim to maintain our interaction with Looked After Children (LAC) to raise aspiration and achievement through the Look to the Future project. The target group is 30 LAC students from across ten London boroughs, identified by local authorities.

***National Collaborative Outreach Programme' (NCOP)*** provides collaborative interventions with year 9 – 13 students from target wards. The project aims to promote awareness of Higher Education, progression pathways and sources of support at Key Stages 3 and 4. It also aims to enhance engagement with targeted activities (learners, parents and staff) to achieve an average 80% attendance, support post-16 applications and provide preparation advice. It aims to increase progression to university for identified numbers of year 13 learners from target wards, support and inform parents who have limited/no experience of Higher Education and provide CPD activities to support staff in participating schools in engaging with and promoting the programme. To support evaluation, data is collected on whether learners participating in collaborative outreach activities have progressed to Higher Education, allowing us to evaluate our outreach activities. The Pan London consortia will be using a 'Theory of Change' evaluation model, focusing on raising aspirations and increasing knowledge of university experience and target academic areas.

***Cool to be Clever*** is another collaborative outreach project run with the local secondary school Putney High School. The programme aims to raise and cement aspirations of 50 gifted and talented Year 4 children from 18 London Borough of Wandsworth primary schools, who would be the first in their family to go to university. With termly trips to the university to engage in a range of topics and a graduation at the end of three years, the goals are to raise confidence with mentoring from Year 11 pupils, raise attainment through the desire to succeed and give their parents confidence that university is a realistic option for them. This three-year programme that will take the same group of students on a progressive journey. The new cohort starting in 2019/20 will have a slightly redesigned programme focusing on higher sustained engagement for a smaller cohort.

***Pathways to Law programme*** is a programme we deliver in partnership with the Sutton Trust. The programme focuses on delivering academic content alongside university experience sessions and supporting learners in their decision-making when considering Higher Education as an option. This programme aims to inspire and support academically able students from non-privileged backgrounds interested in a career in law, while raising aspiration and attainment at the higher levels. In 2017/18, 100% of the graduating year 13 Pathways to Law cohort held an offer to university, and this is something we hope to continue going forwards. We will continue to enhance our delivery of this programme, and in 2018 will run our first on-campus Summer School for the year 10 cohort to maximise attendance and engagement.

We will continue to support secondary schools across the London Borough of Merton on their HE Programme, working with year 12 students thinking of applying to Higher Education. Roehampton supports the programme by offering insight into subjects allied to the Creative Industries.

Roehampton also offers a range of general outreach activities for schools and colleges. Activities are mainly targeted at year 12 and 13 students and we intend to continue to expand our offering in 2019/20.

### **Student Success and Progression**

The university carries out a wide range of activities to support student success and progression onto their career path or post-graduate study. Given the Roehampton context in which nearly three-quarters of students are from an underrepresented group, it makes sense for us to develop measures that will have an impact on the wider student population. The work we are doing on student engagement and retention are two examples. At the same time, where we have taken a more targeted approach to the needs of specific groups of students, assessment literacy and lecture capture are good examples, we have looked to adopt good practice from this work to benefit all students. Wherever possible we have sought to embed inclusive practice in all learning and teaching recognising that what benefits one group of students often benefits all.

This work requires a cross-university approach that joins up academic activities with the wider network of student support services in our four colleges, in student wellbeing and disability services, in the library (including our academic achievement team), in academic services teams and in the Students' Union.

The activity is supported by the Learning, Teaching and Enhancement Unit (LTEU) that provides professional development expertise and support across the university to support academic enhancement. The LTEU runs HEA and SEDA accredited academic professional development programmes, including peer review, to drive improvements in the quality of teaching and student engagement in learning. A key focus for this activity is to support academic colleagues to develop their skills in teaching students from a broad range of backgrounds. This work over the past three years has resulted in 90% of academic staff at Roehampton having a nationally recognised teaching award.

The following are some of the planned activities for the next years to address the performance gaps outlined in section 2.

***Student engagement:*** following the publication of our Student Engagement Strategy in 2017 and the launch of student engagement projects in all academic departments, we will use these projects next year to engage students from all backgrounds in work to enhance academic support (including peer-to-peer support networks), boost assessment literacy and promote graduate opportunities. We have identified these priority areas based on student feedback and our core teaching excellence metrics.

***Roehampton Students' Union (RSU):*** through partnership with the RSU we will continue to support students in extra-curricular activities. Research has shown a link between the social functions of societies and retention. The Students' Union will continue to facilitate a wide range of societies such as Universal BAME Minds society; Students with Alternative Needs; Postgraduate and Mature Students society; Mental Health Network as well as a variety of cultural, religious and ethnic societies. Societies allows students to explore, learn and promote their communities and also create friendships and collective engagement in university life. RSU will also continue to organise the annual campaigns for BAME students and students with disabilities, to help create an inclusive community where all students feel able to fully participate and succeed at university and beyond, regardless of their background. To empower students from marginalised demographics RSU is committed to organise more leadership conferences such as the BAME Leadership Conference, which has been held for the last three years and, in 2016/17 and 2017/18, was funded through the university and student union's partnership.

***Learner analytics:*** This was a cross-university project flagged in previous access agreements and continues to be a priority project to boost student engagement and continuation especially for those underrepresented students at greater risk of dropping out. A digital attendance monitoring system launched in 2016-17 as the first part of a project to integrate data on student engagement with personalised advice and guidance to identify students at risk of dropping out and to support high achievement across all student groups. In 2017-18, a student engagement dashboard was launched alongside enhanced academic guidance tutoring and student retention support. The dashboard integrates attendance data with other indicators of student engagement from the library and VLE and academic submissions. The dashboard has provided evidence on how student engagement for underrepresented groups lags behind other students. In the 2018-19, the dashboard will be developed further to integrate attainment measures and to make them more proactive, personalised, joined-up and timely in the support they provide.

***Re-imagining Attainment For All 2 (RAFA 2)*** aims to support staff to re-design learning and assessment to enhance academic processes and behaviour in relation to assessment to address the attainment gap for Black, Asian and Minority Ethnic (BAME) and Muslim women students. It also aims to empower students to re-conceptualise their learning and assessment to address the attainment gap for BAME students. RAFA 2

critically analyses current practices, develops methods to enhance learning and teaching practice and, crucially, aims to produce guidance and practice recommendations for enhancement. Grounded within existing research as a follow-on enquiry from two previous studies by the University of Roehampton, RAFA 2 seeks to scale up existing methodologies and employ students in partnership with academic staff to drive cultural change.

Plans for 2019-20 include running (post/pre-assessment) student focus groups and masterclasses drawing on the findings from the previous academic year; following up staff curriculum development workshops; the production of student films to showcase best practice alongside the identification best practice examples to inform an *Addressing Barriers to Student Success* 'toolkit'.

The project will be evaluated in several ways, employing mixed methods and triangulation to track changes in attainment for the stated group in addition to changes in curriculum, assessment and staff attitudes/behaviour. Quantitative analysis of year on year baseline data/institutional documentation and qualitative analysis of institutional mapping (audit), literature review, staff and student surveys across institutions, pre and post intervention surveys and focus groups and interviews. Additionally, the project will be undertaking evaluation and dissemination activities using evidence-based approaches which capture impact and what works, activities, outputs and outcomes on the implications for transferring successful interventions (via collaborations and partnership) on achieving transformational change.

**Curriculum review:** this is another initiative that featured in previous access agreements. Launched in 2016, the aim of the review is to ensure all our academic programmes are high quality and meet the needs of the new generation of Roehampton students in their studies and future careers. The review embeds Roehampton's new graduate attributes to ensure curriculum design promotes the wider skills and capabilities of our students and creates opportunities for work experience for students in their studies. Plans for 2018-19 will be a four-year business studies programmes including a 'year in industry'. To date, curriculum review that has engaged students and employers has been completed in business, social sciences, education, life sciences, dance, drama, film, photography, English literature and history. In 2018-19, curriculum review will focus on programmes in media, philosophy, education, classical civilisation and religious studies, including several postgraduate taught programmes. The commitment to ensuring our programmes engage with our students is key to curriculum review. The plans we have for student engagement also include a project where BAME students will be working with academic colleagues in English literature to promote diversity in the curriculum.

**Learning from learning gain:** This is a collaborative project with Brunel and University of East London funded by HEFCE under the learning gain initiative. This project is coming to an end in 2018-19 and we are planning to build on the work around measuring confidence in studying into our academic inductions starting with the students studying foundation years as part of their extended degrees. This will, in the first instance, target a group of students with a high proportion of underrepresented students.

**Digital learning and inclusive practice:** Following changes to disabled student allowance (DSA) we have been building inclusive practise into the curriculum with our work on digital learning material and lecture capture. Developing this work stream over next two years is key to supporting disabled students as well as promoting student engagement in their studies more generally especially among those underrepresented student groups where we know there are lower rates of student engagement. The data from our learner analytics project has informed this work to identify the students with low student engagement. The focus will be on promoting the take-up of lecture capture and other digital learning tools to make better use of study time. We are also planning next year to be part of a JISC accessibility audit and we will build the results into our future planning.



**Flexible learning:** As we outlined in section 3, mature students are a target group in this plan in a way they have not featured prominently in previous access agreements. Promoting more flexible learning cuts across our work to support the success of all our students, for example, in relation to digital learning and lecture capture. To support our mature learners, in particular, those mature students from BAME and more deprived backgrounds, the university is considering plans to develop more flexible patterns of learning through accelerated degrees.

**Developing successful alumni:** Many of our employability initiatives reflect our high proportion of first in family students, specifically to enable them to develop their own networks and social capital. Activities will include: developing the borough's first Young Chamber of Commerce run with the Wandsworth Chamber to enable students to learn from and network with businesses in an informal setting; enhancing our online mentoring platform, Roehampton Connect, to enable specific groups of students to be matched with alumni mentors next year which will better target their mentoring needs. We will trial this over the summer before rolling out further; and LaunchPad, our umbrella entrepreneurship programme which will provide business mentors and funding for students with solid business ideas. Under a new programme within LaunchPad we have recently been awarded a £50,000 grant to build an entrepreneurship and careers programme for students with neurodiverse conditions such as dyslexia. The programme will begin in September 2018.

Many of our students have part-time jobs and/or family caring responsibilities that frequently take them away from campus after classes. To address this, all students are automatically enrolled on to CareerLink, which provides detailed careers advice, CV and interview preparation, national job vacancies, paid internship opportunities and an online non-accredited skills builder module - the Chancellor's Career Award. CareerLink is now available as an app which we will actively use to engage students in careers activity next year.

The Hub opened in October 2017 as a centre for careers and skills/extracurricular development. Activity ranging from careers and mentoring workshops to study abroad appointments and leadership programmes for sports captains take place in the centre. A new placements and work experience team will drive a whole spectrum of work opportunities from insight open days to one-year placements. New students joining the Business School in September 2018 will be able to move on to the option of taking a year in industry.

### **Financial Support**

Roehampton's financial support is inclusive, targeting all students. The university offers a range of scholarships to students. Full, up-to-date details of our scholarships and bursaries can also be found on the university website, <http://www.roehampton.ac.uk/Finance/Scholarships/>.

Due to the background of Roehampton students, we have found that targeted financial support such as bursaries and scholarships does not necessarily provide better access, student success and progression outcomes. Instead we are able to offer students better outcomes targeting these funds towards better wellbeing support, additional careers help and placement support. As a result we have continued to reduce our year on year financial support while increasing expenditure on access, student success and progression for all students.

## **6. Investment**

In order to maintain and develop the quality of our current offer we intend to charge a fee of £9,250 for honours degrees and PGCEs (including franchised provision) in the 2019/20 academic year for full-time students

We are charging a lower fee for Foundation Degrees to encourage access to higher education.



Fees for part-time students will be charged at the same rate as full-time students, reduced down pro-rata depending on the intensity of study. We no longer recruit to part-time undergraduate course and students cannot begin their course on part-time fees. The small number of part-time students on our courses are all students who have initially registered as full-time but have transferred to part-time mode for personal reasons, as part of our flexible learning arrangements.

In 2019/20, we plan to spend a total of £11.8m on access and participation measure. £8.7m (31.4% of higher fee income) of this amount will support access and participation of underrepresented groups.

The expenditure on the under-represented groups includes our plans to spend £3.5 million in 2019/20 on access activities and spending on student success is forecast to be £4.6m. This should allow us to focus our efforts on keeping the students that we attract from under-represented groups and maximising their outcomes, whilst maintaining our access efforts.

Roehampton is expecting to spend over £280,000 on financial support in the 2019/20 academic year, £250,000 of this specifically allocated to our hardship fund. We are also expected to spend a further £250,000 in supporting undergraduate students who wish to continue to a higher programme of study, this will be targeted as an alumni discount.

Detailed information of the investments are included in the Resource Plan.

## **7. Provision of information to students**

Roehampton provides clear, accessible and timely information to applicants and potential students on our undergraduate fees and financial support. Information on fees and financial support is provided on our University website <https://www.roehampton.ac.uk/finance> and our prospectuses which can be downloaded or requested on the website.

The University updates course pages on an annual basis which includes reviews of our information on fees, funding options and other critical information for students. The course pages can be found on <https://www.roehampton.ac.uk/undergraduate-courses>.

The University is committed to providing accurate information to UCAS and the Student Loans Company in a timely manner.

The University also publishes on an annual basis the annual student fee regulations which outlines an estimate of the overall cost of tuition fee for the duration of the course and the liability points. <https://www.roehampton.ac.uk/4a1b4f/globalassets/documents/finance/student-fee-regulations-2017-18.pdf>

This approved Access and Participation plan will be published on the University's website in an accessible way for prospective and current students.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

UK undergraduate tuition fees are subject to UK government approval and controlled by the Teaching Excellence Framework. Tuition fees can rise each year in line with inflation for both new and continuing students as the cost of delivering courses increases. Inflation will be calculated with reference to the RPIX, a measure of inflation in the UK.

| Full-time course type:           | Additional information:             | Course fee: |
|----------------------------------|-------------------------------------|-------------|
| First degree                     |                                     | £9,250      |
| Foundation degree                |                                     | £9,168      |
| Foundation year / Year 0         |                                     | £9,250      |
| HNC / HND                        |                                     | *           |
| CertHE / DipHE                   |                                     | *           |
| Postgraduate ITT                 |                                     | £9,250      |
| Accelerated degree               |                                     | *           |
| Sandwich year                    |                                     | *           |
| Erasmus and overseas study years |                                     | *           |
| Other                            |                                     | *           |
| Franchise full-time course type: | Additional information:             | Course fee: |
| Foundation degree                |                                     | *           |
| First degree                     | QAHE (UR) LIMITED 10066755          | £9,250      |
| Foundation year / Year 0         |                                     | *           |
| HNC / HND                        |                                     | *           |
| CertHE / DipHE                   |                                     | *           |
| Postgraduate ITT                 |                                     | *           |
| Accelerated degree               |                                     | *           |
| Sandwich year                    |                                     | *           |
| Erasmus and overseas study years |                                     | *           |
| Other                            |                                     | *           |
| Part-time course type:           | Additional information:             | Course fee: |
| First degree                     | - Applies to all first degrees      | £6,166      |
| Foundation degree                | - Applies to all foundation degrees | £6,112      |
| Foundation year / Year 0         | - Applies to all extended degrees   | £6,166      |
| HNC / HND                        |                                     | *           |
| CertHE / DipHE                   |                                     | *           |
| Postgraduate ITT                 | - Applies to all Postgraduate ITT   | £6,166      |
| Accelerated degree               |                                     | *           |
| Sandwich year                    |                                     | *           |
| Erasmus and overseas study years |                                     | *           |
| Other                            |                                     | *           |
|                                  |                                     |             |

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

| Reference number | Stage of the lifecycle (drop-down menu) | Main target type (drop-down menu)                 | Target type (drop-down menu)   | Description (500 characters maximum)  | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) |         |         |         |         | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)   |
|------------------|---|---|--|---|--|--------------------------------|---------------|--|---------|---------|---------|---------|--|
|                  |   |   |  |   |  |                                |               | 2018-19  | 2019-20 | 2020-21 | 2021-22 | 2022-23 |  |
| T16a_01          | Access                                  | Ethnicity   | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | Consistently outperform the national average of the proportion of UG entrants from BME backgrounds - national average currently is 20.9%.                 | No   | 2013-14                        | 53.4%         | 50%  | 50%     | n/a     | n/a     | n/a     | Target removed, replaced by T16a_10  |
| T16a_02          | Access                                  | State school                                      | <b>HESA T1b</b> - State School (Young, full-time, undergraduate entrants)                                    | Maintain our current level of UG entrants from State Schools.   | No   | 2013-14                        | 94.7%         | 94.7%  | 94.7%   | n/a     | n/a     | n/a     | Target removed   |
| T16a_03          | Access                                  | Socio-economic                                    | HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)                                     | Incrementally improve on our current level of UG entrants from NS-SEC classes 4 - 7   | No   | 2013-14                        | 44.3%         | N/A  | n/a     | n/a     | n/a     |         | Target removed by OFFA   |
| T16a_04          | Access                                  | Low participation neighbourhoods (LPN)            | <b>HESA T1b</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)       | Incrementally improve on our current level of UG entrants from LPN.   | No   | 2014-15                        | 6.5%          | 6.7%   | 6.8%    | n/a     | n/a     | n/a     | Target removed, replaced by T16a_11 which relates to IMD, an alternative measure of economic disadvantage which works better in London |
| T16a_05          | Student success                         | Other (please give details in Description column) | <b>HESA T3a</b> - No longer in HE after 1 year (Young, full-time, first degree entrants)                     | Consistently improve the rate for non-continuation.   | No   | 2012-13                        | 11.8%         | 10.2%  | 10.0%   | 9.8%    | 9.6%    | 9.4%    |  |
| T16a_06          | Progression                             | Other (please give details in Description column) | <b>Other statistic</b> - Other (please give details in the next column)                                      | Incrementally improve on our current level of students entering work of further study 6 months after graduation   | No   | 2012-13                        | 92.3%         | 92.7%  | 92.8%   | 92.9%   | 93.0%   | 93.1%   | Rewritten for greater clarity  |
| T16a_07          | Progression                             | Other (please give details in Description column) | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Maintain our current level of students entering work of further study 6 months after graduation   | No   | 2014-15                        | 92.9%         | 93.0%  | 93.0%   | n/a     | n/a     | n/a     | Removed due to similarity to T16a_06   |
| T16a_08          | Student success                         | Ethnicity   | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | Incrementally improve BAME attainment (% awarded a 1st or 2:1), with the aim of closing the gap between BAME and White student attainment                 | No   | 2015-16                        | 56.1%         | 62.0%  | 65.0%   | 67.0%   | 70.0%   | 72.0%   | Rewritten for greater clarity  |
| T16a_09          | Success                                 | Mature  | <b>Other statistic</b> - Mature (please give details in the next column)                                     | Incrementally improve the non-continuation rate for mature students, with the aim of reaching our benchmark in five years (14.3% in 2015/16)              | No   | 2015-16                        | 18.6%         | 17.7%  | 16.8%   | 15.9%   | 15.0%   | 14.1%   |  |
| T16a_10          | Access                                  | Ethnicity   | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | Maintain above sector level proportions of BAME entrants to UG and PG ITT programmes - 2016-17 sector level is 21%  | No   | 2016-17                        | 51%           | 51%  | 51%     | 51%     | 51%     | 51%     |  |
| T16a_11          | Access                                  | Socio-economic                                    | <b>Other statistic</b> - Low-income backgrounds (please give details in the next column)                     | Maintain current proportions of entrants to UG and PG ITT programmes from the most deprived quintile according to the Index of Multiple Deprivation (IMD) | No   | 2016-17                        | 20%           | 20%  | 20%     | 20%     | 20%     | 20%     |  |
| T16a_12          | Access                                  | Disabled  | <b>Other statistic</b> - Disabled (please give details in the next column)                                   | Incrementally improve on our current proportions of Disabled entrants to UG and PG ITT programmes until we outperform the sector                          | No   | 2016-17                        | 11%           | 12%  | 12.5%   | 13%     | 13.5%   | 14%     |  |
| T16a_13          | Access                                  | Mature  | <b>Other statistic</b> - Mature (please give details in the next column)                                     | Incrementally improve on our current proportions of Mature entrants to UG and PG ITT programmes to towards closing the gap with the sector                | No   | 2016-17                        | 26%           | 27%  | 28%     | 29%     | 30%     | 31%     |  |

**Table 8b - Other milestones and targets.**

| Reference Number | Select stage of the lifecycle | Main target type (drop-down menu)                 | Target type (drop-down menu)  | Description (500 characters maximum)   | Is this a collaborative target? | Baseline year | Baseline data | Yearly milestones (numeric where possible, however you may use text) |         |         |         |         | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)   |
|------------------|-------------------------------|---|---|--|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|--|
|                  |                               |   |   |  |                                 |               |               | 2018-19  | 2019-20 | 2020-21 | 2021-22 | 2022-23 |  |
| T16b_01          | Access                        | Care-leavers                                      | Outreach / WP activity (collaborative - please give details in the next column) | Through our membership with Aimhigher London South, maintain interaction with Looked After Children to raise aspirations and achievements  | Yes                             | 2014-15       | 40            | 40   | 40      | 40      | 40      | 40      | This programme runs for a maximum of 40 students to allow for personal attention and mentoring. The nature of the programme (and therefore participation rates) may change between 2018/19 and 2022/23 but these predictions are based on the current structure. |
| T16b_02          | Access                        | Disabled  | Outreach / WP activity (collaborative - please give details in the next column) | Through our membership with Aimhigher London South, maintain interaction with students with specific learning difficulties   | Yes                             | 2014-15       | 60            | 60   | 60      | 60      | 60      | 60      | This current programme runs for a maximum of 60 students to allow for personal attention and support. This may change between 2018/19 and 2022/23 but these predictions are based on the current structure.  |
| T16b_03          | Access                        | State school                                      | Outreach / WP activity (collaborative - please give details in the next column) | Through our membership with Aimhigher London South, maintain interaction with year 9/10 students focusing on aspiration raising  | Yes                             | 2014-15       | 160           | 160  | 160     | 160     | 160     | 160     |  |
| T16b_04          | Access                        | Gender  | Outreach / WP activity (other - please give details in the next column)         | Through our 175 anniversary project Class of 2020, interact with 175 year 10 young women in 16/17 and who progress through to year 11 in 17/18 and who meet certain WP characteristics, to raise their aspiration and confidence to reach their full potential   | No                              | 2016-17       | 175           | n/a  | n/a     | n/a     | n/a     | n/a     | This programme is scheduled to run for two years, hence no milestone is given for years beyond 2017-18.  |
| T16b_05          | Access                        | Low participation neighbourhoods (LPN)            | Outreach / WP activity (collaborative - please give details in the next column) | Working with a local secondary school, Putney High School, and Gifted & Talented year 5 - 7 local primary school students from non-traditional/non-familial HE backgrounds to develop aspirations to HE and to help with transitions to secondary school. Three-year programme that will take the same group of students on a progressive journey. Second three- year programme due to start in 2018/19. | Yes                             | 2014-15       | 52            | 30   | 30      | 30      | 30      | 30      | This first phase of this programme is scheduled to run until 2017/18, following which it will be redesigned with focus on higher sustained engagement from a smaller cohort.   |
| T16b_06          | Access                        | Gender  | Outreach / WP activity (collaborative - please give details in the next column) | Increase the number of school and college partners within Roehampton's partnership network to 80, focusing on all boys institutions, where possible in LPN   | Yes                             | 2015-16       | 70            | 76   | 78      | 80      | 80      | 80      |  |
| T16b_07          | Access                        | Other (please give details in Description column) | Outreach / WP activity (collaborative - please give details in the next column) | Support Secondary Schools across LB Merton on their HE Programme, working with year 12 students thinking of applying to HE. Roehampton supports the programme by offering insight into subjects allied to the Creative Industries  | Yes                             | 2014-15       | 20            | 20   | 20      | 20      | 20      | 20      |  |
| T16b_08          | Access                        | White economically disadvantaged males            | Student support services  | Maintain the number of students in receipt of the BA Primary Education Male Student Scholarship  | No                              | 2015-16       | 10            | 10   | 10      | 10      | 10      | 10      |  |
| T16b_09          | Student success               | Other (please give details in Description column) | Management targets  | Feedback and Assessment: To be in top third of institutions in National Student Survey (73% minimum is the rate needed for the top 3rd)  | No                              | 2012-13       | 71%           | 73%  | 73%     | n/a     | n/a     | n/a     | we want to remove this target due to a strategic target  |
| T16b_10          | Access                        | Multiple  | Outreach / WP activity (collaborative - please give details in the next column) | Through delivery of the Pathways to Law national programme in partnership with the Sutton Trust, inspire and support academically able students from non-privileged backgrounds into study/career in the legal profession. Targets first-generation, socio-economic and state school markers.  | Yes                             | 2016-17       | 60            | 60   | 60      | 60      | 60      | 60      | The Sutton Trust place a cap on the number of participants each year, and 60 is the maximum for our allocated funding allowance.   |
| T16b_11          | Access                        | Socio-economic                                    | Outreach / WP activity (collaborative - please give details in the next column) | Through Junior University (collaborating with the Transformation Trust and Which? University), interact with approx. 250 young people from disadvantaged/low participation schools in the local area. Aspiration raising and confidence building through interventions and mentoring from undergraduate students.  | Yes                             | 2016-17       | 250           | n/a  | n/a     | n/a     | n/a     | n/a     | This programme was closed in 2017/18 and is currently undergoing a redesign, after which we will identify if we wish to participate again.   |
| T16b_12          | Access                        | Socio-economic                                    | Outreach / WP activity (collaborative - please give details in the next column) | Through working with the Transformation Trust and Dell, offer Powering Transformation, a series of one-off IT based workshop sessions for disadvantaged students from local schools (identified by the Transformation Trust).  | Yes                             | 2016-17       | 540           | n/a  | n/a     | n/a     | n/a     | n/a     | This is a one-year pilot programme, hence no milestone is given beyond 2017/18.  |

|         |        |                    |   |   |    |         |     |     |     |     |     |     |  |
|---------|--------|--------------------|---|---|----|---------|-----|-----|-----|-----|-----|-----|--|
| T16b_13 | Access | Attainment raising | Outreach / WP activity (other - please give details in the next column) | Raise attainment in year 12-13 Pathways to Law cohort; monitor through percentage of cohort outperforming teacher predictions at AS and A Level | No | 2017-18 | 50% | 55% | 55% | 60% | 60% | 65% |  |
|---------|--------|--------------------|---|---|----|---------|-----|-----|-----|-----|-----|-----|--|