

## Access and participation plan

2020-21 to 2024-25

### 1. Introduction

Roehampton's commitments to fair access and equal opportunities are central to our mission as a university dating back to the founding of our constituent colleges in the nineteenth century to provide teaching training for women. The success of all our students, in their academic studies and beyond graduation, is at the core of Roehampton's strategic vision, and to this access and participation plan (APP).

The APP provides detailed analysis of our current performance on closing the attainment gaps for our under-represented students; and sets out the sustained measures to deliver on our ambitious targets to eliminate these gaps in the future. The APP is based on the current student funding system. In the event of a significant change to this, the University may need to revisit the commitments made in this APP.

Undergraduate students registered on franchised versions of some of our courses taught by QAHE (UR) Limited also fall within the scope of this plan. This franchise arrangement began in 2015/16 with the last intake of students planned for 2019/20. As a consequence, Access spend is planned to stop for these courses. The University will redirect the proportion of High Fee Income not spent on Access to supporting the ongoing progression and success of the students in teach out.

### 2. Assessment of performance

This section provides an analysis of our current performance on access, success and progression focusing on the five student groups, where sector data has shown notable gaps in equality of opportunity: students from economically disadvantaged backgrounds, black, Asian, and minority ethnic (BAME) students, mature students, those who have declared a disability and care leavers. In 2017/18, 77% of Roehampton's undergraduate new entrants came from at least one of these underrepresented groups. 60% were BAME, 25% from the most deprived areas of the country (Index of Multiple Deprivation quintile 1), 20% were mature, 15% declared a disability and 1% were care leavers. In addition, 34% of our underrepresented students belonged to more than one of these groups. More detailed information on the data provided in this section, can be found in the additional document submitted alongside this plan. Postgraduate ITT (PGCE) students also fall within the scope of this plan.

The access, success and progression data is presented separately for our Roehampton taught undergraduate and PG ITT students and our QAHE taught undergraduate students, because these groups differ substantially in terms of their demographics, the course structure and the students' performance.

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

We use the Index of Multiple Deprivation (IMD) classification as our primary method to define students from economically disadvantaged backgrounds in preference to the POLAR 4 (participation of local areas) groups. This is because of the problems with applying the latter measure to large metropolitan areas with high levels of economic heterogeneity within wards, such as London, where 57% of our young entrants to Roehampton taught programmes come from.

For example, only 1% of our young, new entrants from London are from the lowest participation areas (POLAR quintile 1) whereas 34% of these students are from the most deprived areas (IMD quintile 1). In

addition, 30% of our young, London based new entrants from the two highest participation bands (POLAR Q4 and Q5) are from the most deprived areas according to IMD (Q1). However, in 2017/18, 43% of our young, new entrants came from outside London and for these students an examination of POLAR is particularly relevant. This section is therefore divided into two sub-sections. Section 1.1.1 presents our assessment of performance of our deprived students based on IMD. Section 1.1.2 presents our assessment of performance for young students including a focus on students coming from outside of London.

### **1.1.1 Students from the most deprived areas (IMD quintile 1)**

#### **Access**

Over the last five years the proportion of Roehampton taught undergraduate new entrants from the most deprived areas (Q1) has increased by 3% points to a high of 25% in the most recent year, the proportion from Q2 has remained relatively stable over this period and in 2017/18 was 29%. By contrast, only 14% and 12% of our 2017/18 new entrants came from the two least deprived quintiles, Q4 and Q5 respectively. The sector sees a far larger proportion of new entrants from the least deprived two quintiles, with 21% from Q5 and 19% from Q4 in 2017/18, and the proportion from the most deprived quintile is 22%.

Proportions of deprived new entrants are lower amongst our PGCE students with only 11% coming from the most deprived areas (Q1) and 25% coming from the least deprived areas (Q5). Proportions of deprived new entrants are higher amongst QAHE taught students with a total of 68% coming from the two most deprived quintiles and just 13% coming from the two least deprived quintiles in 2017/18.

#### **Success**

##### ***Non-continuation***

The continuation rates (excluding transfer) of our Roehampton taught UG students have improved over the past five years, from a low of 82% for 2013/14 entrants to a high of 87% in the latest year of available data. This matches the sector as a whole, where 87.1% of 2016/17 new entrants continued at the same provider, or qualified, in the year following entry<sup>1</sup>. Over this period, rates have been notably higher for our students from less deprived areas than for those from more deprived areas. However, whilst the rates of IMD quintile 4 and 5 students have remained relatively consistent over this time period, the rates of our more deprived students have steadily increased (Figure 1). The gap between the least and most deprived groups (Q1 and Q5), although still present, has narrowed considerably over the past five years from a high of 17% points in 2013/14 to just 5% points for 2016/17 new entrants. This data shows that overall improvement in continuation rate seems to have been largely driven by improvements in the most disadvantaged, historically underperforming groups. In the sector, the gap between the continuation rates (excluding transfer) of the most and least deprived students was 9.6% points in 2016/17, wider than the 7.9% point gap seen in 2012/13, driven by a decline in the continuation rates of more deprived students from 84.1% in 2012/13 to 81.8% in 2016/17.

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<sup>1</sup> Source: <https://www.officeforstudents.org.uk/data-and-analysis/continuation-and-transfer-rates/> same for all comments relating to sector continuation rates.

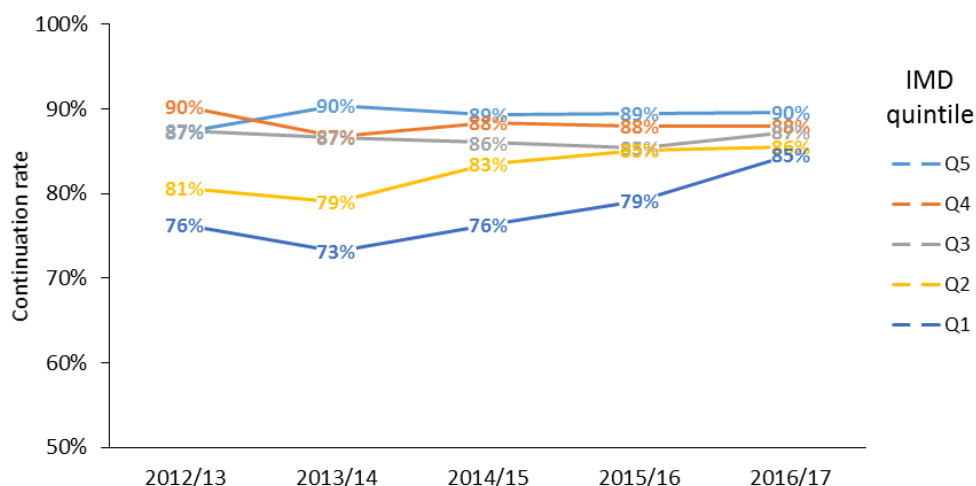


Figure 1. Continuation rate of Roehampton taught undergraduates by Index of Multiple Deprivation quintile

There was no consistent difference between the continuation rates of our deprived (IMD Q1) and non-deprived PGCE students, with rates of Q1 students sometimes above and sometimes below those of Q5 students during the last five years, and 9.5% points above in 2016/17. The continuation rates of QAHE taught IMD Q1 students was 62% in 2015/16, above the 58% rate seen by IMD Q5 students. In 2016/17, rates improved substantially for all students but those in IMD Q5 saw a greater improvement (to 77%) than IMD Q1 students (to 69%), resulting in an attainment gap of 6% points.

### Attainment

The proportion of undergraduate students attaining firsts and 2:1s has remained fairly steady over the last five years at between 69% and 72%. Rates tend to be lower amongst deprived students, with a gap between IMD Q1 and IMD Q5 students of 26.2% points in 2013/14, narrowing slightly to 23.5% points in 2017/18, due to the greater improvement in attainment rates seen by Q1 students (+9% points) compared to Q5 students (+6% points) (Figure 2). The gap between the most and least deprived students in the sector is slightly smaller at around 18% points in each of the last five years.

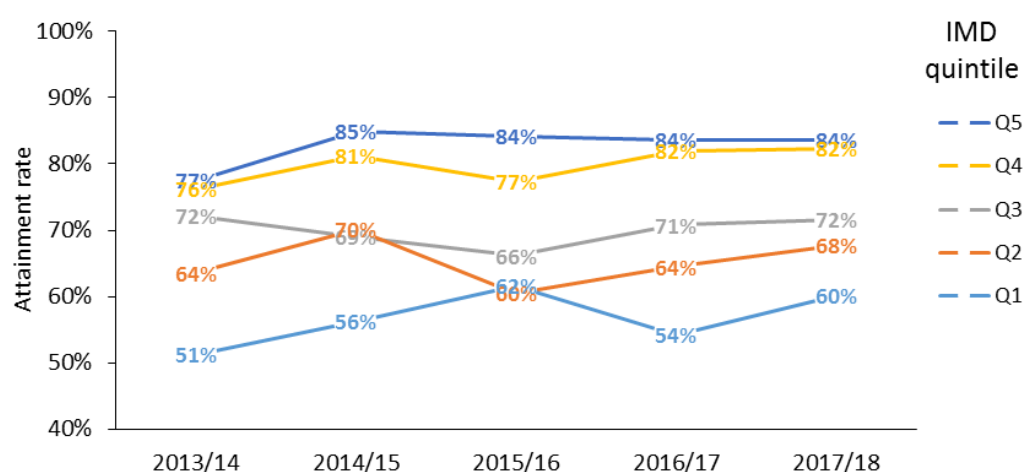


Figure 2. Proportions of Roehampton, UG qualifiers attaining firsts and 2:1s in the last five years by deprivation quintile

### Progression to employment or further study

The proportion of our graduates in highly skilled employment or higher level study six months after graduation has improved by 15% points over the five year period, from 56% in 2012/13 to 71% in 2016/17. Our least deprived students have consistently outperformed our more deprived students on this measure by

between 5 and 16% points (Figure 3). This is a slightly larger gap than seen in the sector, where IMD Q1 students progressed at 7-10% points lower than IMD Q5 students.

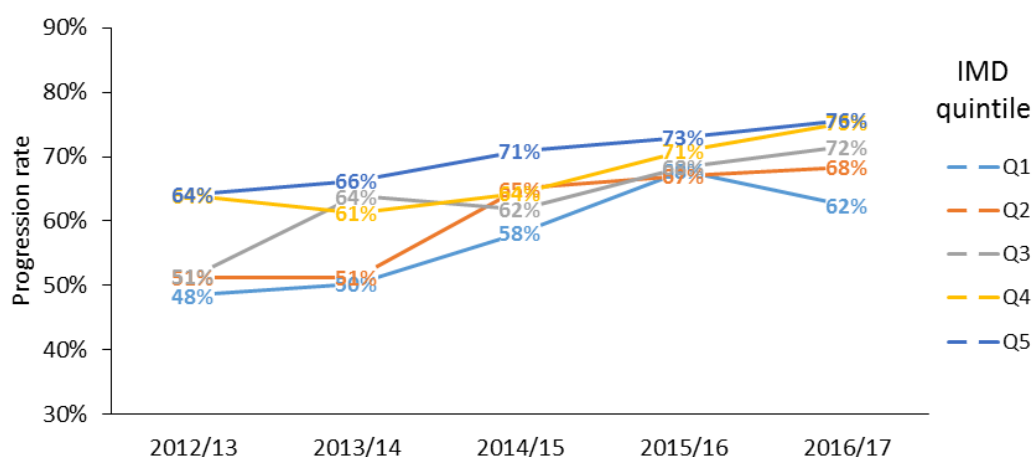


Figure 3. Proportions of Roehampton, UG graduates progressing to highly skilled employment or higher level study in the last five years by deprivation quintile

### 1.1.2 Students from the lowest participation areas (POLAR 4 quintile 1)

#### Access

Over the last five years, the proportion of young entrants to Roehampton taught undergraduate degrees from the lowest participation areas (POLAR Q1) has varied between 4.3% and 6.9%, with the highest level in 2016/17. The majority of these POLAR Q1 students, 85.5% in 2017/18, are from outside London. When only students outside of London are considered, POLAR Q1 students account for between 8.7% and 12.6% over the time period, with the highest level in 2016/17 and the lowest in the most recent year. Over the same period, students from POLAR Q5 areas have accounted for 33-38% of all young entrants, and 30-33% of non-London young entrants (Figure 4). The number of young students coming from POLAR Q1 areas within London is very low at 11-18 individuals per year, which is not surprising given that only 1.3% of areas in London have been classified as POLAR Q1. In the sector participation by the POLAR Q1 group has increased slightly from 11% in 2013/14 to 12% in 2017/18, whilst POLAR Q5 students have accounted for 30-31% of sector-wide young entrants.

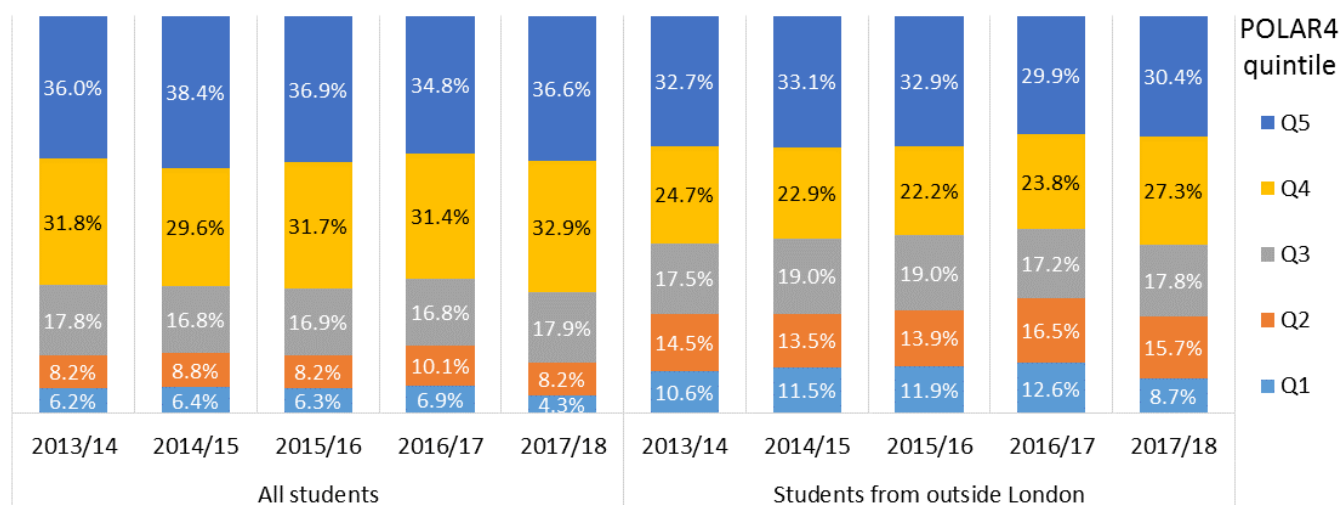


Figure 4. Percentage of total young, new entrants by POLAR quintile for Roehampton taught UG taught students over the last five years

## Success

### Non-continuation

The continuation rates of our young students from different POLAR quintiles outside of London has varied over the five year period but there does not seem to be any systematic variation between the groups. In 2012/13 students from the lowest participation areas (Q1) had the lowest rate of continuation, at 76%, whereas in 2013/14 they had the highest rate, at 89%. In 2017/18 the gap between POLAR Q1 and Q5 students was just 0.8% points (Figure 5). A similar pattern is seen when only students from outside London are considered.

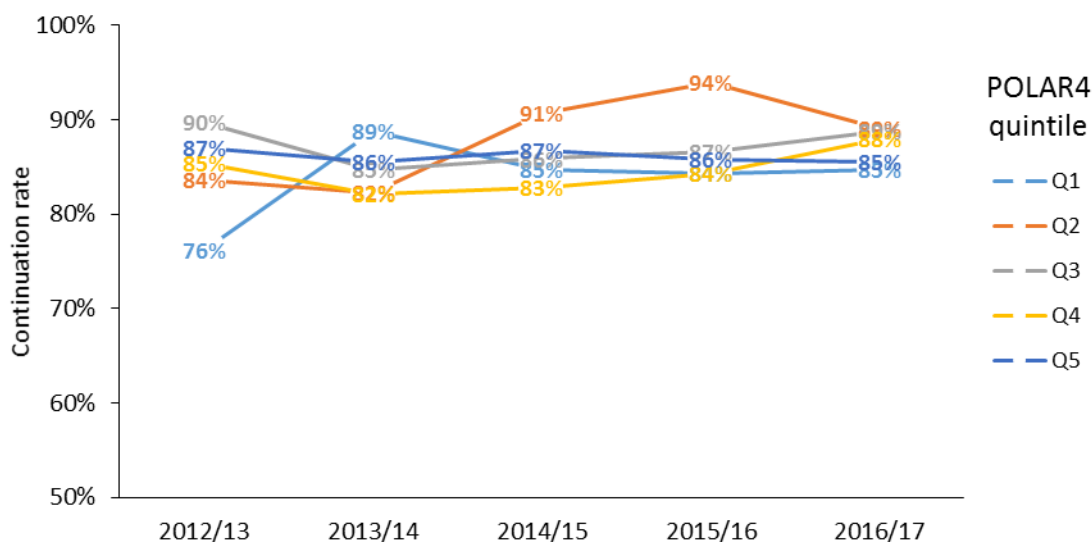


Figure 5. Continuation rate of Roehampton taught, young undergraduates by POLAR4 quintile

### Attainment

The attainment rates of our young students from different POLAR quintiles has varied over the five year period, but not in a consistent manner. Students from the lowest participation areas had the highest attainment rates in 2013/14 and 2015/16, with 79% and 81%, and in all other years the highest rates were achieved by students from the second lowest participation quintile. The gap between Q1 and Q5 students has also varied considerably from +14% points in 2013/14 to -6.5% in 2017/18 (Figure 6). A similar pattern is seen when only students from outside London are considered.

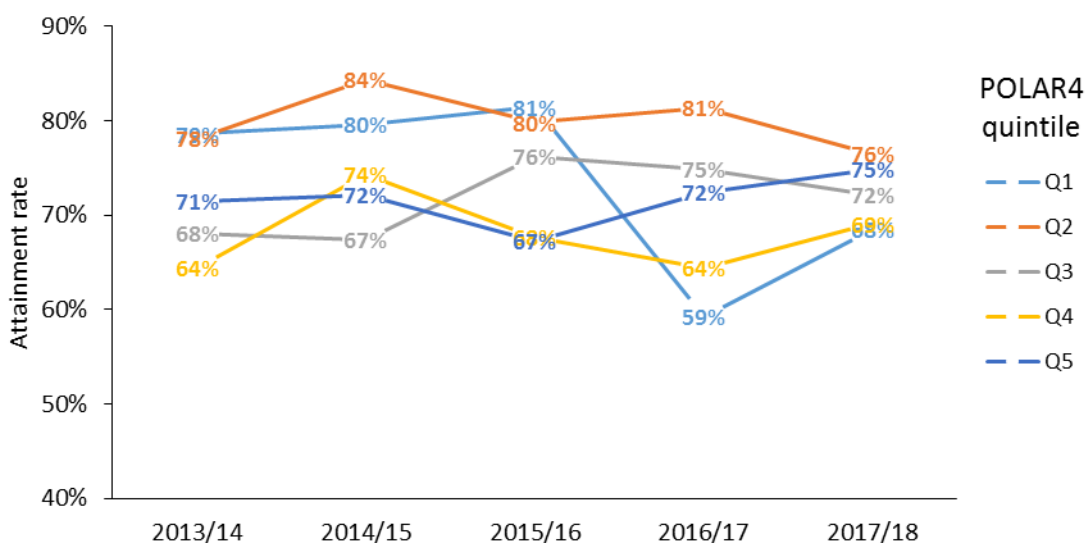


Figure 6. Proportions of Roehampton, young, UG qualifiers attaining firsts and 2:1s in the last five years by POLAR4 quintile

## Progression to employment or further study

The rates of progression to highly skilled employment or higher level study of our young students from different POLAR quintiles has varied over the five year period but there does not seem to be any systematic variation between the groups. The gap between students from the lowest and highest participation areas has varied from +1% point to -11% points over the five years and in 2017/18 the progression rates of the two groups differed by less than 1 % point (Figure 7). A similar pattern is seen when only students from outside London are considered.

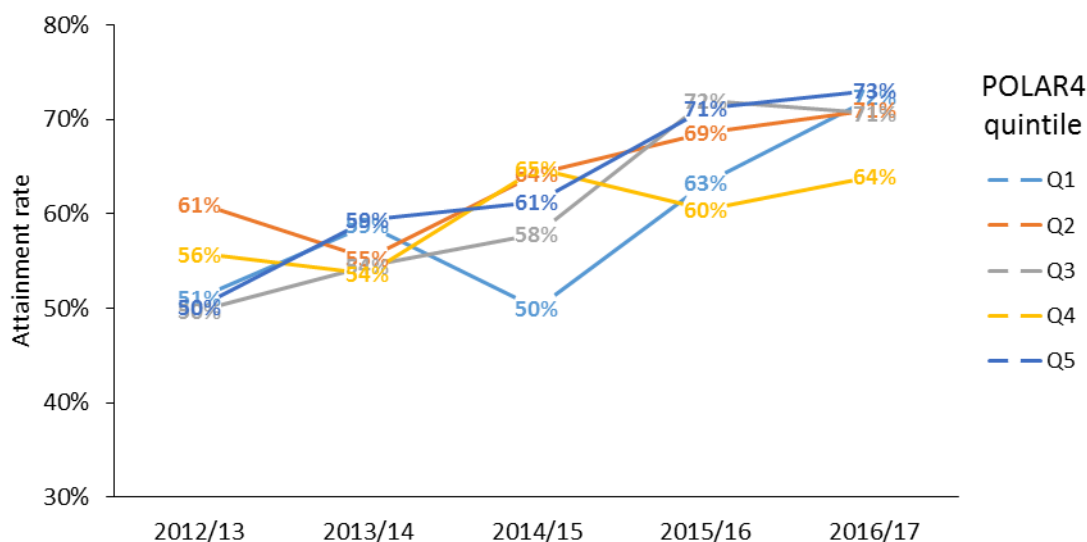


Figure 7. Proportions of Roehampton, UG graduates progressing to highly skilled employment or higher level study in the last five years by POLAR quintile

## 1.2 Black, Asian and minority ethnic students

### Access

Over the last five years the proportion of BAME new entrants has increased by 7% points to a high of 60% in the most recent year, with Asian students seeing the biggest increase (Figure 8).

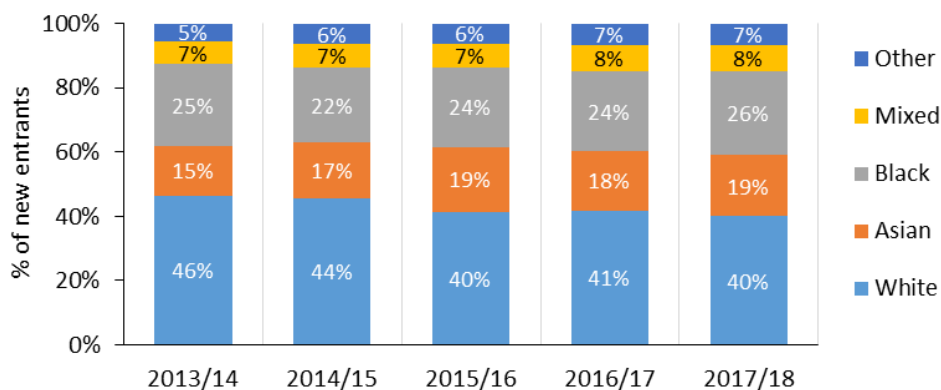


Figure 8. Percentage of total new entrants by ethnic group for Roehampton taught UG taught students over the last five years

BAME students have accounted for just over a quarter of all new PGCE entrants over the last five years. In 2017/18, 10% of new entrants were Asian, 9% black and 5% of mixed ethnicity. On our QAHE taught courses, 43% of entrants were BAME in 2015/16, dropping to 8% in 2017/18.

## Success

### Non-continuation

In 2012/13 the continuation rate of our BAME students (UG, UR taught, new entrants) was 7% points lower than that of our white students. When only black students were considered, the gap was even larger at 12%. Since then the gap has narrowed to 2% points, due to substantial increases in continuation rates by these groups (black: 85.4%, white: 88.5%, gap: 2.1%). The continuation of Asian students now exceed those of our white students (Figure 9). The continuation rates of students from mixed and other ethnicities have varied over the five year period, sometimes continuing at a similar rate to white students but sometimes with notable gaps. In 2017/18 mixed students continued at a rate 9% points below that of white students, whilst the rate for students from other non-white ethnicities matched that of white students (See Table A1 in the additional document for details).

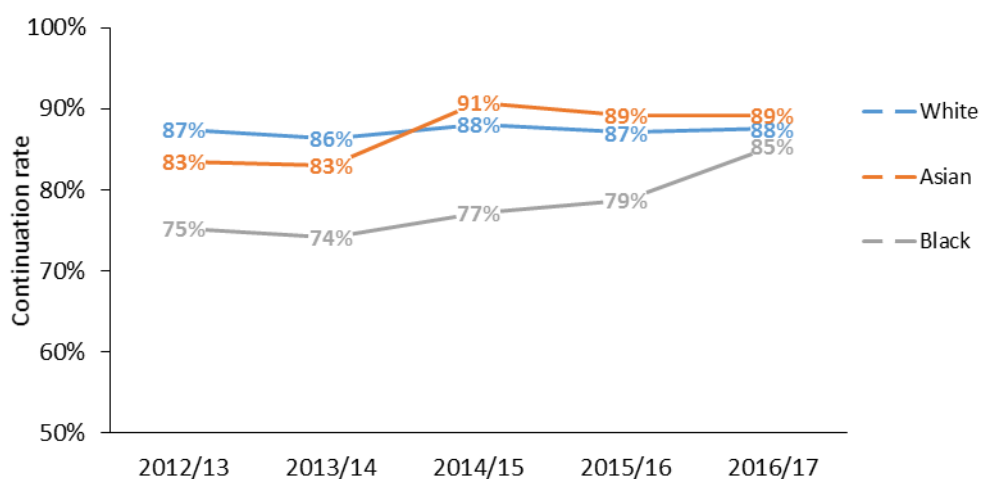


Figure 9. Continuation rates of Roehampton taught, UG new entrants in the last five years by the main ethnic groups

In the sector, the gap between the continuation rates of black and white students has increased over the last five years to 8.6% points in 2016/17. The gap between Asian and White students is smaller but has also increased slightly over the five years, to 3% points in 2016/17.

The aggregated five year continuation rate is 86% for BAME PGCE students compared to 91% for white PGCE students. At QAHE, white students have had a higher continuation rate than black students in both years of available data, with a gap of 5% points in 2015/16 and 8% points in 2016/17.

### Attainment

The proportion of Roehampton taught, undergraduate students attaining firsts and 2:1s has been consistently higher amongst white students than amongst other ethnic groups (Figure 10). The attainment gap for black students has narrowed over this time for black students, from a 40% point difference in 2013/14 to a 25% point difference in 2017/18. Asian students have also seen substantial improvements in attainment rates. The BAME to white gap has narrowed from 27% points to 20% points. In comparison the sector sees a BAME to white gap of around 14% points and a black to white gap over around 24% points. The attainment rates of students from mixed and other ethnicities have varied over the five year period with rates generally between those of our black and white students. In 2017/18 the attainment rates of mixed and other students were 15 and 26 percentage points respectively, which is below that of white students (see Table A7 in the additional document for details).



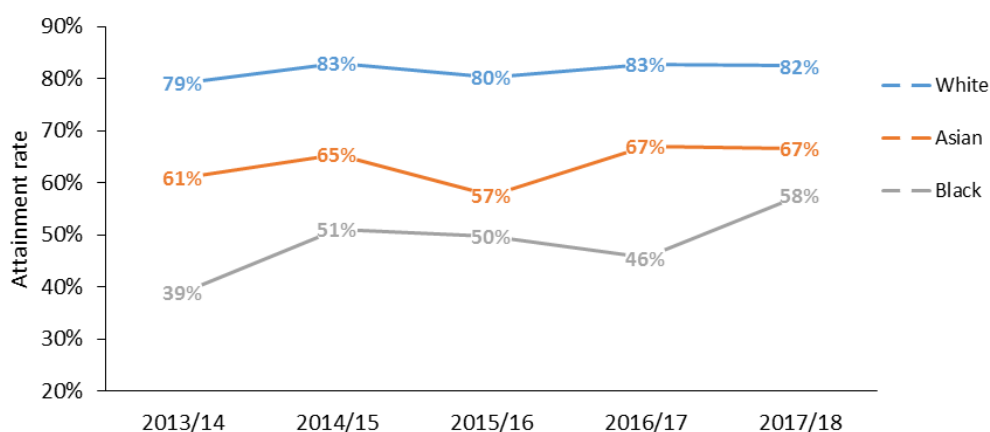


Figure 10. Proportions of Roehampton students attaining firsts and 2:1s in the last five years for the main ethnic groups

### Progression to employment or further study

The proportion of our graduates in highly skilled employment or higher level study six months after graduation has improved markedly for all ethnic groups over the last five years, with BAME students seeing greater improvements than white students, and with the greatest improvement seen by black students. The rate for Asian students has also generally improved over the period, but in the latest year this has dropped. Our BAME to white gap went down from 13% in 2012/13 to 8% points in 2016/17. The sector wide BAME-white progression gap has also declined over this period, from 7 to 4% points. The progression rates of students from mixed and other ethnicities have varied over the five year period, with the gap to white students varying between -14% to +2% for mixed students, and -15% to -3% for students of other non-white ethnicities. In 2017/18 mixed and other ethnicity students progressed at a rate 7% points and 3% points below that of white students respectively (See Table A1 in the additional document for details).

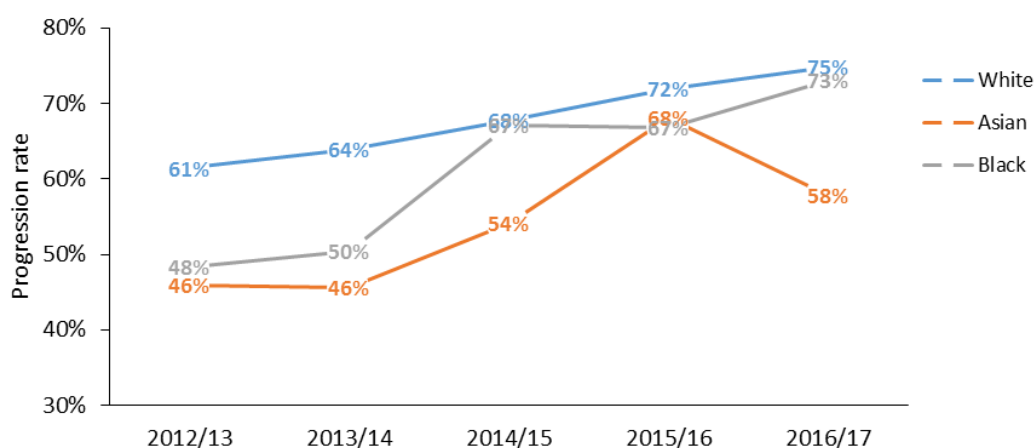


Figure 11. Proportions of Roehampton, UG qualifiers progressing to highly skilled employment or higher level study six months after graduation in the last five years for the main ethnic groups

## 1.3 Mature students

### Access

Over the last five years the proportion of UG Roehampton taught new entrants aged 21 or over, classed as mature, has remained relatively stable at around 20%, with a dip in 2016/17 to 17%. Most mature entrants, around 12% of the total, were aged between 21 and 25. Mature students are slightly better represented in the sector as a whole, with 28% of full-time 2017/18 new entrants aged over 21. In contrast, in the three



years of available QAHE data, over 90% of taught students were aged 21 or over on entry, with the majority aged 26-40. 49% of our PGCE new entrants were mature in 2017/18, a 5% point increase since 2012/13.

## Success

### Non-continuation

There has been a 7% point improvement to the continuation rates of mature students, reducing the gap to 4% points in 2016/17 (Figure 12). This gap is smaller than the sector where mature entrants in 2016/17 continued at a rate 6% points lower than young students.

Our mature PGCE students continued at a lower rate than our young students in all except the most recent year where they outperformed young students by 2% points. At QAHE, mature students, who account for over 90% of the QAHE cohort, have had substantially higher continuation rate than young students in both years of data, with a gap of 23% points in 2015/16 and 14% points in 2016/17.

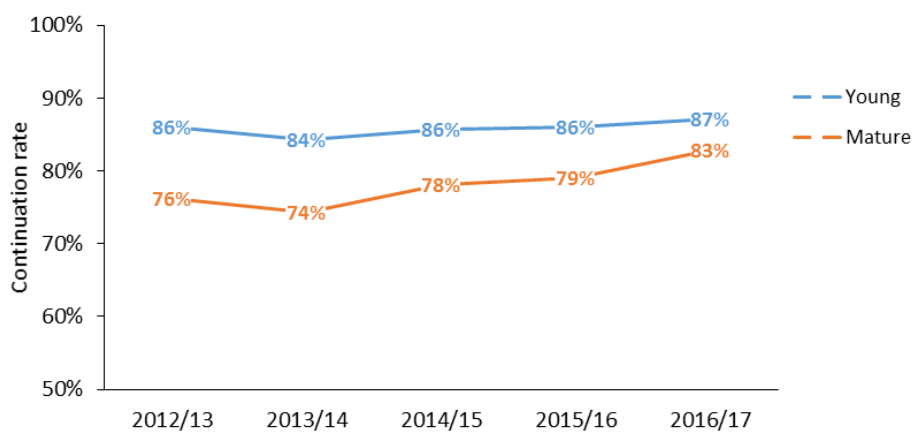


Figure 12. Continuation rates of Roehampton taught, UG new entrants in the last five years by age

### Attainment

The proportion of young, Roehampton taught, undergraduate students attaining firsts and 2:1s has varied between 70% and 73% over the last five years, whereas the rate for mature students has increased over this period from 65% in 2013/14 to 73%, eliminating the gap between the two groups (Figure 9). In the sector, in contrast, the mature to young attainment gap has persisted at around 10% over this period.

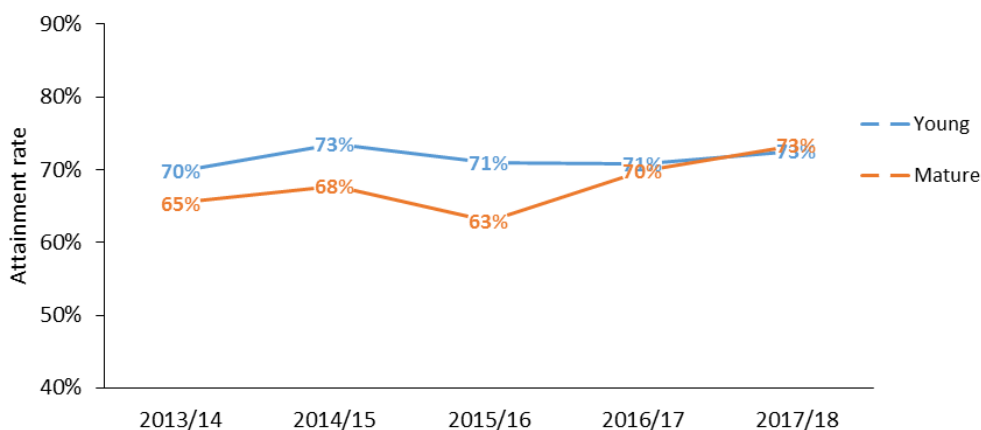


Figure 13. Proportions of Roehampton students attaining firsts and 2:1s in the last five years by age

## Progression to employment or further study

Mature students generally outperform young students in this measure and, in the sector, mature students progressed to highly skilled employment and high level study at a rate 3.4% points higher than young students in 2016/17. The progression rate of young Roehampton undergraduate qualifiers has increased markedly over the last five years, from 53% in 2012/13 to 70% in 2016/17. The rate for mature students has also generally improved over this period, but at a slower rate and in the latest year has dropped by 4%. As a result, the gap between progression rates of our young and mature students has reduced from 13% points in 2012/13 to 3% points in 2016/17 (Figure 10).

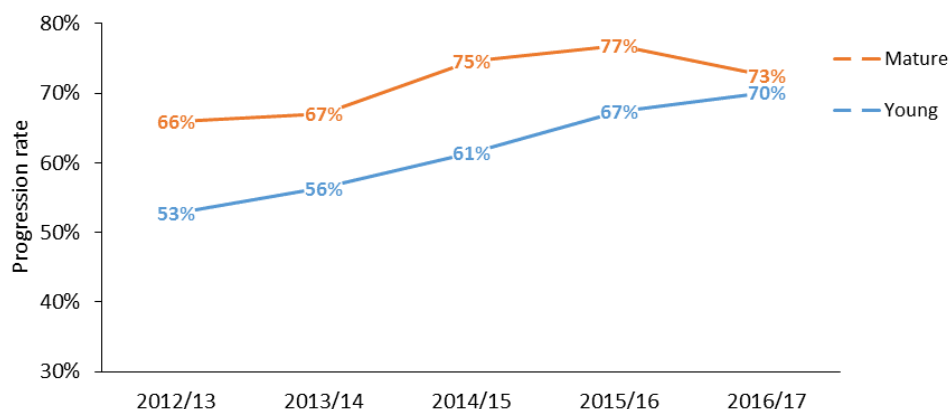


Figure 14. Proportions of Roehampton, UG qualifiers progressing to highly skilled employment or higher level study six months after graduation in the last five years by age

## 1.4 Disabled students

### Access

Roehampton UG taught new entrants declaring a disability has increased from 9% in 2013/14 to 15% in 2017/18. The proportion of students declaring cognitive or learning difficulties has remained stable at around 4% whilst the number declaring a mental health condition has risen steadily from 1% (28 students) in 2013/14 to 5% (99 students) in 2016/17. The proportion of disabled students is very similar to that seen in the sector as a whole, where 14.6% of full-time, 2017/18 new entrants declared a disability.

In 2017/18 11% of our PGCE new entrants declared a disability, a similar level to previous years. 6% of entrants declared a mental health condition. Between 4 and 11 QAHE taught students declared a disability in each of the three entry cohorts.

### Success

#### Non-continuation

The continuation rate of our disabled students has matched that of our students with no declared disability for the past four years, with rates for both groups increasing from 82% to 86% over this period. The five year aggregate continuation rate of students with a mental health condition was 81%, 3% points below that of students with no known disability. In the sector, the continuation rates of students declaring a disability were also very similar to those with no declared disability, although the rate for students with mental health conditions is still 4% points lower than students with no declared disability.

There was no consistent difference between the continuation rates of our PGCE students who did or did not declare a disability, with performance within 1% point in three of the five years.

## Attainment

Roehampton students with a declared disability have had a very similar attainment rate to the comparison group, those with no declared disability, over the past five years. In the five year aggregate data, students declaring a mental health condition or cognitive or learning difficulties outperformed the comparison group by 6 and 3% points respectively, and the five year attainment rate of students with other disabilities was just 1% point behind the comparison group. In the sector, disabled students have slightly lower attainment rates than the control group, with a gap of around 3% points over the five year period, whilst those with cognitive or learning difficulties show a larger gap of 5 to 8% points.

## Progression to employment or further study

The proportion of graduates with a declared disability progressing to highly skilled employment or higher level study has been very similar to, or exceeded that of the comparison group over the last five years. Students declaring a mental health condition or cognitive or learning difficulties outperformed the control group by 11 and 4% points respectively in the five year aggregate data. A similar pattern is seen in the sector.

## 1.5 Care leavers

### Access

Over the last four years, between 17 and 28 of our new entrants have declared that they are care leavers, making a total of 88 students over this period. More recent internal data shows that in 2018/19, 25 of our new entrants were known to be care leavers, accounting for 1.1% of our undergraduate new entrants. This compares favourably to the sector where care leavers accounted for 0.6% of new entrants in 2016/17, compared to 0.76% at Roehampton, which puts us within the top quartile of UK higher education providers in terms of recruitment of care leavers<sup>2</sup>.

### Success and progression

The continuation rate of the (64) care leavers present in the dataset in the last five years was 81%, 3% points below the overall continuation rate of Roehampton taught, undergraduate students. 58% of the 24 graduating care leavers attained firsts and 2:1s, 12% points below the control group. Of the five care leavers in the progression dataset, 80% went on to highly skilled employment or higher level study, 16% points above the control group.

## 1.6 Intersections of disadvantage

This section examines the intersections in the data between our under-represented students, focussing on those that were found to have notable effects in our single variable analyses.

### Non-continuation

Deprivation, BAME ethnicity (especially black) and mature age are associated with low continuation rates, with deprivation and age having a somewhat stronger effect than ethnicity. In pair-ways analyses of the intersectional effects of these three characteristics, the effect of age and deprivation appear to be independent of one another, whereas ethnicity interacts with both other factors. The ethnicity gap is wider for mature students and the age gap is wider for BAME students. When ethnicity is considered alongside deprivation, deprivation has a notably larger effect, with students within deprivation categories having more similar rates than those within ethnic groups. In all cases, greater improvements by the historically underperforming subgroups means that gaps have narrowed considerably over the five year period. For example, deprived and non-deprived mature students continued at the same rate in 2016/17 as did deprived and non-deprived BAME students.

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<sup>2</sup> Centre for Social Justice report “12 by 24” <https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2019/05/12by24-Publication.pdf> [Accessed May 2019]

## Attainment

Deprivation and BAME ethnicity are associated with low attainment rates. When these two characteristics are considered together, ethnicity and deprivation appear to have independent, negative effects on the attainment of our students, with ethnicity having a notably bigger impact. However, the group with lowest attainment levels - deprived, BAME students - have seen the greatest improvement over the five years.

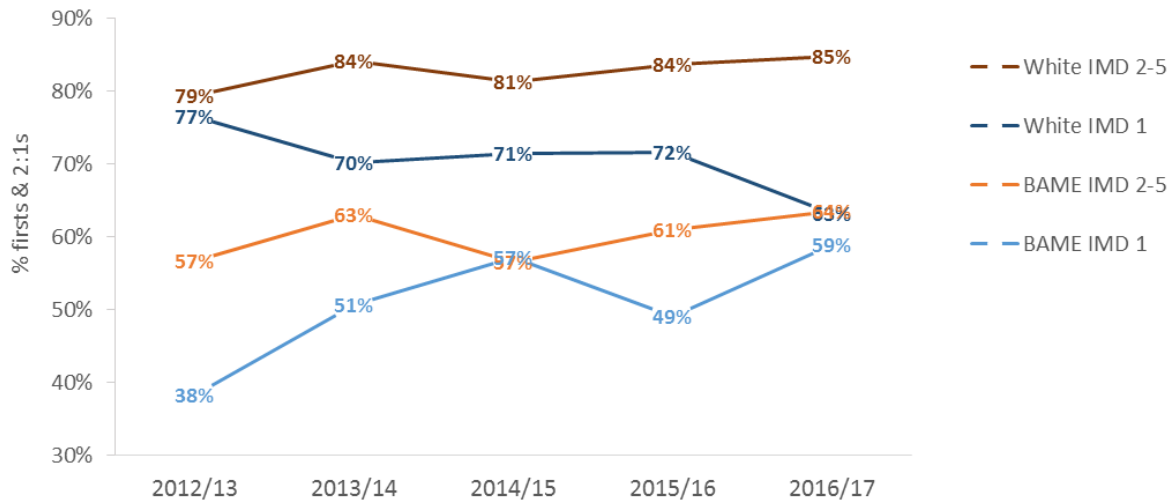


Figure 15. Intersectional effects of ethnicity and deprivation on five year attainment rates

## Progression to employment or further study

Deprivation and BAME - especially Asian - ethnicity are associated with low progression rates. When examined together, ethnicity and deprivation appear to have independent, similar sized negative effects on the progression of our students. Once again, the worse performing group, deprived BAME graduates, has seen the greatest improvement over the five years, with progression levels increasing from 43% in 2012/13 to 60% in 2016/17.

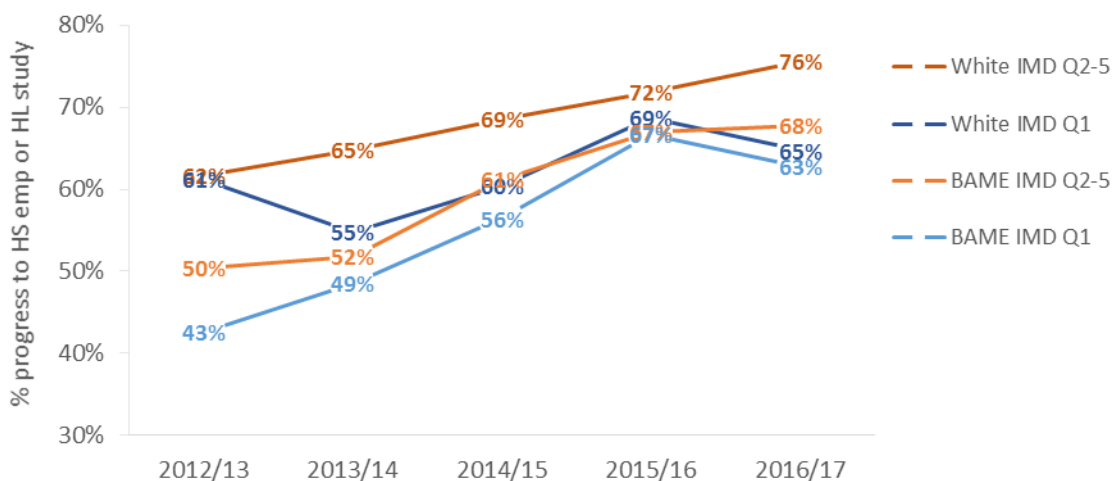


Figure 16. Intersectional effects of ethnicity and deprivation on five year progression rates

## 1.7 Other groups who experience barriers in higher education

In addition to the student characteristics specified by the Office for Students (OfS), we routinely monitor the relative performance and progression of our students with other characteristics potentially associated with underrepresentation or disadvantage, including gender and commute distance.

## Gender

### *Continuation*

The continuation rate of our male students has been consistently lower than that of our female students over the past five years, but the gap has narrowed to 3% points in 2016/17, due to a larger improvement seen by males compared to females. Gender appears to interact with ethnicity and deprivation, with the widest gaps seen by deprived, BAME and male students, but we found no interaction with age.

### *Attainment*

The rate at which our male students attain firsts and 2:1s has been consistently lower than that of our female students over the past five years by between 3 and 9% points, with a 6% point gap in 2016/17. When the effect of the other factors known to influence attainment are considered alongside gender, we see that the gaps are widest for white, less deprived and female students, due to the particularly high attainment rates of students belonging to all three of these groups.

### *Progression*

There has been little difference between the rates at which our male and female graduates have progressed to highly skilled employment or higher level study over the past five years but some interaction with ethnicity and deprivation is apparent. The effect of gender is different for BAME and white students, with white women outperforming white men and BAME men outperforming BAME women. The BAME effect is absent for men, with BAME men actually progressing at a slightly higher rate than white men (65% compared to 64%) but is strengthened amongst women, with white women progressing at the highest rate of all the subgroups (68%) and black women progressing at the lowest rate (56%). The effect of deprivation is slightly higher amongst women than men and the effect of gender is only present for deprived students, with non-deprived men and women progressing at almost the same rate.

## Entry qualification type and tariff

### *Continuation*

Students entering with higher tariff continue at a higher rate than those entering with lower tariff but those entering with BTECs, no matter their tariff points, tend to have lower continuation rates than those entering with A-levels and other level three qualifications.

The white-BAME continuation gap appears to be partly due to the differences in the entry qualifications of the two student groups. BAME students are more likely to enter with BTECs and with low tariff and both these factors are associated with lower continuation. In fact, the continuation rates of BAME and white entrants with medium tariff (200-299 points) is practically the same, whatever the qualification type, and amongst high tariff students the gap is also very much narrowed, at least within qualification types. However, within the low tariff band the BAME gap remains and, amongst low tariff BTEC students, it is particularly large. When we looked at ethnicity in more detail we found this effect was mainly driven by black students, with a much smaller effect seen for Asian, mixed and other groups.

Entry qualifications also have some effect on the mature-young continuation gap: BTECs are more common amongst mature students than young students. BTECs are much more common amongst our most deprived students (IMD Q1) compared to other students (IMD Q2-5), but they are only slightly more likely to enter with lower tariff. Qualification type has a notable effect, with a much wider gap amongst BTEC entrants than A-level entrants. Deprivation also affects the BTEC to A-level gap, with a notably wider gap amongst our most deprived students.

### *Attainment*

Both qualification type and tariff impact attainment rate, with qualification type having a somewhat larger impact. Students entering with higher tariff more often attain firsts or 2:1s than those entering with lower tariff, but those entering with BTECs, no matter their tariff points, tend to have lower attainment rates than those entering with A-levels and other level three qualifications. The BAME to white attainment gap is largest for students entering with BTECs (-23% points) and smallest for medium tariff, A-level entrants (-13% points). The male to female attainment gap is largest for BTEC students (-6% points) and largely absent for high tariff, A-level students.

### *Progression*

Entry tariff and qualification type both impact progression, with tariff having a stronger effect. Higher tariff students have higher progression rates than lower tariff students within ethnic groups, but the lowest tariff white students still progress at a higher rate than the highest tariff BAME students. There appears to be some interaction between the effects of entry tariff and deprivation on progression with deprived, low tariff students performing particularly poorly.

### *Commuting students*

#### *Continuation*

Commuting students have had lower continuation rates than non-commuters over the past five years (9% point gap in 2016/17). The commuter effect is similar for both mature (-9%) and young (-8%) students, and does not affect the size of the mature-young gap, with mature commuters having the lowest continuation rate (77%) and young, non-commuters the highest (93%). There appears to be some interaction between the commuting and deprivation effects on continuation, with non-commuting deprived students outperforming their commuting counterparts by 11% points. The BAME effect appears somewhat reduced with the inclusion of commute distance, with white commuters outperforming black commuters by just 2% points and white non-commuters outperforming black non-commuters by 3% points. The commute gap is the same for BAME and white students (-8% points).

#### *Attainment*

Commuting students have had a consistently lower rate of attaining firsts and 2:1s than non-commuters over the past five years, with an 11% point gap in 2016/17. The inclusion of BAME reduces the size of the commuter effect by almost half, with attainment rates of commuters between 4 and 5% points lower than that of non-commuters amongst both white and BAME students. In contrast, the ethnicity effect remains just as strong, with a gap of 20% points for commuters and 21% points for non-commuters. Deprivation and commute distance appear to have similar sized effects. Deprived commuters have the lowest attainment rate at 54%. This is 15% points lower than the rate seen by both deprived, non-commuters and non-deprived, commuters (both between 68 and 69%). Non-deprived, non-commuters have the highest attainment rate at 80%.

### 3. Strategic aims and objectives

Roehampton's commitments to fair access and equal opportunities are central to our mission as a university. Over the past ten years, there has been a significant increase in the number of students at Roehampton from backgrounds less likely to go on to higher education. We recognise the challenges many students 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 the 75% of students who do not live on campus, the commute across London is expensive and time consuming. Our under-represented students are over-represented among these commuters. A great many of our students join us without significant connections to the professional world.

As the profile of our students has changed, the university has set ambitious goals around fairness and equality of opportunity on access and participation to meet the needs of these new generations of Roehampton students. Eliminating the attainment gaps in student success and graduate progression are strategic priorities for the university. The measures set out in this plan reflect these ambitions and the work we have already started to ensure positive outcomes for all.

The strategic aims of this APP are to:

- Sustain our commitment to fair access and widening participation in access to higher education
- Eliminate the performance gaps in student success and graduate progression for our under-represented students where they exist
- Ensure that performance gaps for under-represented students that have closed do not re-open.

The objectives of this APP over the next five years are to:

- Improve the levels of participation for our target group of students
- Close the gap in continuation for our target groups of students
- Reduce the gap in degree attainment for our target groups of students
- Close the gap to highly skilled employment for our target groups of students.

#### 2.1 Target groups

Table 1 provides a summary of student groups, including their intersections, the university will be targeting in this APP and at what stage in the student lifecycle.

Table 1 Target groups

| Underrepresented group                | Target groups           | Stage of student lifecycle | Intersectionality                           |
|---------------------------------------|-------------------------|----------------------------|---|
| Students from deprived areas          | Students from IMD Q1    | Success (continuation)     | Mature, BAME, male, BTEC, commuting         |
|                                       |                         | Success (attainment)       | BAME, male                                  |
|                                       |                         | Progression                | BAME, male, low tariff                      |
| Students from low participation areas | Students from POLAR4 Q1 | Access                     | None  |
| Ethnicity (BAME)                      | Black students          | Success (continuation)     | Mature, deprived, male                      |
|                                       |                         | Success (attainment)       | Deprived, male, BTEC                        |
|                                       | Asian students          | Success (attainment)       | Deprived, male                              |
|                                       | BAME students           | Progression                | Deprived, gender: BAME females, white males |
| Mature students                       | Mature students         | Access                     | None  |
|                                       |                         | Success (continuation)     | Deprived, BAME, male                        |
| Disabled                              | Mental health condition | Success (attainment)       | None  |
| Care Leavers                          | Care Leavers            | Access                     | None  |
|                                       |                         | Success                    | None  |



## 2.2 Aims and objectives

Table 2 provides a summary of the university's aims and measurable objectives for the target groups at each stage of the student lifecycle, including the timescale to eradicate gaps in student outcomes.

Table 2 Aim and objectives

| Stage of student lifecycle | Target groups     | Aim                          | Measurable objective  |
|----------------------------|-------------------|------------------------------|---|
| Access                     | Mature students   | Improve participation        | Improve on our current proportions of mature entrants to Roehampton by 2024-25  |
| Access                     | LPN students      | Reduce access gap            | Reduce the access gap between students from the lowest (POLAR 4 Q1) and highest (Q5) participation areas with 9% point by 2024-25   |
| Access                     | Care leavers      | Improve participation        | Double the proportion of care-leavers amongst entrants to Roehampton by 2024-25   |
| Success (continuation)     | Deprived students | To close continuation gap    | Eliminate the continuation gap between the most and least deprived groups (IMD) by 2024-25  |
| Success (continuation)     | Black students    | To close continuation gap    | Eliminate the continuation gap between black students and white students by 2021-22 and thereafter ensure it does not reopen  |
| Success (continuation)     | Mature students   | To close continuation gap    | Eliminate the continuation gap between mature and young students by 2023-24 and thereafter ensure it does not reopen  |
| Success (attainment)       | Deprived students | To reduce the attainment gap | Reduce the attainment gap between most deprived and less deprived students (IMD) to 9% points by 2024-25 with the goal of closing the gap by 2027-28                                    |
| Success (attainment)       | Black students    | To reduce the attainment gap | Reduce the attainment gap between black and white students to 10% points by 2024-25 with the goal of closing the gap by 2028-29   |
| Success (attainment)       | Asian students    | To reduce the attainment gap | Eliminate the attainment gap between Asian and white students by 2024-25  |
| Progression                | Deprived students | To close the progression gap | Reduce the gap between the rates at which the most and least deprived students (IMD) progress to highly skilled employment to 3% by 2024-25 with the goal of closing the gap by 2026-27 |
| Progression                | BAME students     | To close the progression gap | Eliminate the gap between the rates at which BAME and white students progress to highly skilled employment by 2024-25   |

The aims and objectives also reflect the targets detailed in the supporting "Targets and Investment Plan", tables 2a, 2b and 2c.

## 4. Strategic measures

To meet the aims and objectives of this plan, we will:

- Provide strong leadership, strategic intent and joined-up action across the university to improve the success and progression of our students based on current funding
- Maintain fair access in admissions and financial support for students based on need
- Raise aspirations to attend higher education, support applications to higher education, develop higher education study skills and support the transition to higher education
- Foster a culture that allows honest and open conversations about the student experience and student success for all under-represented student groups
- Promote an inclusive and diverse community of students and staff
- Re-shape the curriculum of courses to ensure it is inclusive and meets the needs of all our students

- Embed inclusive and engaging teaching and assessment practices to drive positive outcomes for students regardless of background
- Develop a flexible and personalised learning environment that fits students' lives and supports all students to be successful
- Sustain a student experience that creates a sense of belonging, builds confidence, supports student success, and provides students with the opportunities to develop the skills and social capital for a successful graduate career

This work will be evidence-based, draw on, and contribute to, sector good practice. Student and staff engagement will drive enhancement activity. The university will collaborate with partners to promote fair access and ensure positive outcomes for all; and continue to seek external funding to develop new projects, where appropriate.

### 3.1 Whole provider strategic approach

#### Overview

Working together across the university is critical for the success of our work to tackle the attainment gaps in student success and graduate progression across the student lifecycle. The Student Experience and Outcomes Panel chaired by the Vice-Chancellor sets targets, reviews all teaching excellence and participation data, and provides an opportunity to track progress and address in a systemic way issues concerning the quality of teaching and student outcomes. The Vice-Provost Education chairs the university's Learning, Teaching and Quality Committee (LTQC) that brings together colleagues from academic departments, colleges and the professional services to develop plans and oversee implementation of measures to ensure teaching excellence and positive student outcomes for all.

Each academic department has a Learning and Teaching Quality Group chaired by a senior academic who sits on LTQC and who is responsible for leading academic enhancement locally, including through the programme annual review process. This ensures that institutional initiatives are embedded at pace, that good practice is transferred quickly and that any specific local resource requirements or challenges are addressed institutionally.

The Learning and Teaching Enhancement Unit (LTEU), staffed by professional academic developers, supports activity to improve the quality of teaching and student outcomes, including organising our annual Learning and Teaching Festival to share good practice across the university. LTEU works closely with the Student Life Committee chaired by the University Secretary and Registrar that has responsibility for the wider student experience at Roehampton, including student wellbeing, disability services and college activities.

University working groups on employability and inclusive practice drive forward work on careers support and inclusive practice. The Equality, Diversity and Inclusion Committee is chaired by the Vice-Chancellor, and its working group by the Pro Vice-Chancellor & Director of Finance. Their remit includes overseeing the University's commitments and compliance to the Equalities Act (2010) and Public Sector Equality Duty, and keeping under review the impact of any significant changes on students through our equalities impact assessments.

All equality streams, equality policies and the profile and performance of staff and students are reviewed to ensure our access and participation plans are aligned with our Equality, Diversity and Inclusion strategy and with our work to achieve the Equality Challenge Unit's Race Equality Charter.

The Director of Student Engagement provides senior leadership across the university on equality, diversity and student engagement and leads an OfS Addressing Barriers to Student Success, closing the BAME attainment gap project. The director co-chairs the Student Engagement Group with the Roehampton Students' Union Vice-President Education. The work of this group enables students to play a prominent role

in the governance of academic quality and standards, fosters a culture that allows honest and open conversations about the student experience and student success for all under-represented student groups, and mobilises students to drive academic enhancement. Several of the measures outlined in this plan, including on the inclusive curriculum and student mentoring, are student-led initiatives to provide targeted interventions to these students.

### *Alignment with other strategies*

Roehampton's new Strategic Plan 2019-2022 has three core elements: education, research and knowledge exchange and sustainability. The ambition of our education strategy is to create opportunities for our students to drive social mobility. The strategy encompasses student outcomes and student experience, driving forwards the university's work on delivering outstanding learning and teaching in an environment which supports all our students to achieve their best. Eliminating the attainment gaps in student success and graduate progression for our under-represented students is at the heart of this strategy.

Our education strategy covers four areas:

- Curriculum design: designing high quality, research and practice – engaged academic programmes that meet the needs of our students
- Inspiring teaching: providing inclusive and engaging practice that supports student success regardless of background
- Flexible and personalised learning: developing a learning environment that fits students' lives and supports all students to be successful
- Life skills: sustaining a student experience that creates a sense of belonging, builds confidence, supports student success, and provides students with the opportunities to develop the skills and social capital for a successful graduate career

In June 2019 Roehampton was awarded Silver in the Teaching Excellence and Student Outcomes Framework (TEF) in recognition that most of our students achieve excellent outcomes, with the panel making specific reference to the progress the university has made in reducing the BAME to white attainment gap.

### *Strategic measures*

Our strategic measures are evidenced-based, drawing on our analysis of current performance and sector best practises and research and also contribute to the sector evidence base (e.g. through our RAFA project).

### *Collaborative working*

Working with partners and as part of wider networks has been an important feature of Roehampton's access and participation work to date and will continue to feature in our activity going forward. The measures we have in place to promote fair access and widening participation involve working as part of Aimhigher London and with the London Borough of Wandsworth. Involvement in sector initiatives have driven activity to narrow the BAME attainment gap. Specifically, our involvement in the 2009 HEA/Equality Challenge Unit National Summit Programme on BAME attainment (Journeys to Success), our 2013 HEA-funded, student led Reimagining Attainment for All (RAFA 1) project and our current Catalyst-funded Reimagining Attainment for All (RAFA 2) project, completing in 2019, aims to embed the lessons learned from these projects across the university and share good practice with sector partners (Carshalton College and Queen Mary University of London).

### *Access measures*

Through our marketing and recruitment strategy, we ensure fair access to all students through a robust admissions policy and a commitment to equal opportunities. Our access work is led by the schools and colleges engagement team and focuses on working with local schools and colleges and participating in

sector initiatives to promote and support access to university. Our new plan will focus on the following areas of activity: raising aspirations to attend higher education; supporting applications to higher education; developing higher education study skills; and supporting the transition to higher education.

Research shows that a sustained engagement approach to outreach is more impactful than one-off interventions. 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. 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.

Current plans include:

- *National Collaborative Outreach Programme (NCOP)*: Roehampton is part of the Aimhigher London NCOP. Through this, the university provides collaborative interventions for Years 9-13 students from low participation wards. The project aims to promote awareness of higher education and progression pathways, and to provide support at Key Stages 3 and 4. Through Aimhigher, we work with looked after children to broaden aspirations to higher education through the 'Your Future, Your Choice' programme.
- *Cool to be Curious* is a collaborative outreach project run in partnership with Putney High School. The programme aims to raise aspirations of 36 students Years 5-6 children from 6 London Borough of Wandsworth primary schools. With termly trips to the university to engage in a range of topics and a graduation at the end of two years, the goals of the project 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 their children.
- *Game Plan*: first running in July 2019, Game Plan is a four-day Summer School for boys in year 10 from disadvantaged backgrounds. The summer school, themed around Sport and Exercise Science, Business Management and Journalism will focus on raising confidence and awareness of the higher education opportunities that are available, as well as giving participants positive male role models.
- *Pathways to Law*: is a collaborative outreach programme delivered in partnership with the Sutton Trust and other HEIs. This programme aims to inspire and support academically-able students from disadvantaged backgrounds in years 10-13 interested in a career in law. 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.
- *Learning Together National Network*: As part of this network, the Department of Social Sciences offers an accredited higher education course to prisoners at HMP Belmarsh alongside our students.
- *Roehampton Taster lecturer programme*: postgraduate students 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.

To improve participation of students from the lowest participation areas (POLAR4 Q1), the university has identified certain geographical areas outside of London to target with further recruitment and outreach activity from 2019/20 onwards, with the aim of increasing access from these regions. The team will be targeting low participation postcodes and schools within the West Midlands region.

As part of our strategy to provide opportunities for mature students we annually visit a significant number of colleges with a high percentage of mature students and also partner with a further education college to deliver programmes designed for, and targeted at, mature learners. Going further, the university is considering introducing partnership work with local further education colleges and support for mature

students at open days and offer holder days, particularly around access to extended degrees. The university has prioritised plans to develop more flexible patterns of learning for mature students, as many have caring responsibilities. These include the development of degree apprenticeships and accelerated degrees alongside other initiatives to build a greater sense of belonging to the university community. Specific elements of the university's curriculum development and design, and flexible and personalised learning projects detailed in the student success measures section, are aimed at increasing the numbers of mature students at Roehampton. In particular the development of more vocational courses, such as nursing, more accessible courses, such as our extended degrees, and the addition of more flexibility in the form of blended learning and our library anywhere project.

Care leavers are prioritised in our access projects, including Pathways to Law and in our partnership with Aimhigher. The university offers a range of support to care leavers and promotes this to prospective students via [Propel](#)<sup>3</sup>.

Our franchise partner QAHE has established an Outreach Unit to increase direct recruitment and to work closely with BAME communities and community leaders to encourage increased participation and application to higher education. In our franchise programmes, Roehampton link tutors have responsibility for monitoring progress on action to improve access, especially BAME and students with a declared disability, in close collaboration with staff at QAHE.

#### *Roehampton financial support package*

Roehampton's financial support is inclusive and available to all students, the majority of which belong to at least one of the underrepresented groups. The university offers a range of scholarships to students. Full, up-to-date details of our scholarships and bursaries can be found on the university website<sup>4</sup>. In the past we have found that the most effective use of resources is to offer students better outcomes by targeting funds towards more wellbeing support, additional careers help and placement support, which will continue. However, to achieve our aims and objectives set out in this access and participation plan, we are adjusting our scholarships plans. This involves discussions with a number of local HE college partners regarding the offering of targeted scholarships for students from underrepresented groups. The value and criteria of these scholarships is being discussed and the intention is to introduce them in the autumn term for 2020 entry.

The university also offers a Student Hardship Fund which supports students in financial need and for which care leavers are prioritised. The main purpose of this fund is to relieve financial hardship that might impact on a student's participation in higher education especially in preventing them from leaving their course because of financial reasons. We are planning to do more to actively promote the availability of these hardship funds, and also to promote the availability of support for care leavers.

#### *Student success measures*

Table 3 provides a summary of the measures we will be undertaking in this plan to work towards closing the attainment gaps for our target students. These measures are based on on-going projects and service provision and shaped by our education strategy. Given the complex intersections of student disadvantage, including the impact of commuting and prior attainment, most of these measures cut across different student groups. Where specific measures address a target group of students, we highlight this. For example, we know that there is a significant overlap between our BAME students and students from poorer social backgrounds, and that these two groups of students are also over-represented among our commuting students. Our work to create a more flexible and personalised learning environment is aimed at improving levels of academic student engagement among both groups of students. In other areas, such as

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<sup>3</sup> <https://propel.org.uk/Details/roehampton-university>

<sup>4</sup> <http://www.roehampton.ac.uk/Finance/Scholarships/>

curriculum design, plans include more targeted projects involving our BAME students to shape inclusive curriculums in particular subject areas.

Table 3 Student success measures summary

| Strategic measure                        | Key projects, initiatives, activity  | Target groups   | Student Lifecycle  |
|--|--|---|--|
| Curriculum development and design        | Degree apprenticeships<br>Accelerated degrees<br>Inclusive curriculum<br>Bridging the academic/vocational gap in prior attainment<br>Extended degrees with foundation year | Mature students<br>BAME students<br>Mature, deprived students                               | Access<br>Success (continuation and attainment)<br>Progression |
| Inclusive practice                       | Inclusive practice framework embedded in all programmes  | All under-represented students  | Success (continuation and attainment)                          |
| Assessment literacy                      | Categorical marking<br>Assessment for all (RAFA)<br>Assessment videos  | All under-represented students  | Success (continuation and attainment)                          |
| Learner analytics and student engagement | Student engagement dashboard and team to support retention<br>Peer mentoring/Buddy scheme  | BAME, mature, deprived, male students; students with mental health conditions, care leavers | Success (continuation)   |
| Flexible and personalised learning       | 24/7 online academic support<br>'Library anywhere'<br>Blended learning   | All under-represented students, off-campus students   | Access<br>Success (continuation and attainment)                |
| Wellbeing and disability support         | Wellbeing and disability support<br>Mental health projects   | All under-represented students, students with mental health conditions, care leavers        | Success (continuation and attainment)                          |

- *Curriculum development and design:* This work stream builds on an on-going curriculum review to ensure our programmes are high quality, and research and practice-engaged, and meet the needs of students. Since 2016, the majority of our undergraduate programmes have been reviewed. Going forward, measures will focus on projects to create more diverse and inclusive courses, in particular in English, humanities and social sciences; to support students in the transition to higher education from vocational education backgrounds; to create more flexible pathways of study; and to enhance our extended degree programmes for students who have not met our entry requirements for year 1. This work is underpinned by evidence such as that showing that flexible learning is beneficial to mature students and those who need to combine study with caring commitments or working for pay<sup>5</sup>, and that decolonising the curriculum can help address the BAME-white attainment gap<sup>6</sup>.
- *Inclusive practice:* Led by the inclusive practice working group, this work stream will continue to embed the measures we developed as part of our 2017 inclusive practice framework for supporting disabled students. Research shows that inclusive approaches to learning and teaching have a positive impact on the retention and attainment of under-represented students<sup>7</sup>.
- *Assessment literacy:* improving assessment literacy has been at the heart of our RAFA projects' work to close the attainment gap for BAME students. Anonymous marking is already a university requirement. The current RAFA project is working across the university to embed good practice in assessment strategies. Following a successful pilot of categorical marking in psychology, the schema is being

<sup>5</sup> Universities UK (2018) Flexible learning, the current state of play in UK higher education <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/flexible-learning-the-current-state-of-play-in-higher-education.pdf>

<sup>6</sup> Universities UK (2019) Black, Asian and Minority Ethnic Student Attainment At UK Universities: #Closingthegap <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf#search=decolonising>

<sup>7</sup> Equality Challenge unit (2013) Equality and diversity for academics, Inclusive practice <https://www.ecu.ac.uk/wp-content/uploads/external/e-and-d-for-academics-factsheet-inclusive-practice.pdf>



adopted by other departments from September 2019. As part of our Digital Roehampton project, we are also looking to adopt assessment videos more broadly in this plan.

- *Learner analytics and student engagement*: Analysis of our internal data on student engagement and success found correlations between engagement and both continuation and attainment, and also that engagement is often lower amongst our under-represented students (including commuting students). Over the past three years, our learner analytics project has created a student engagement dashboard, which integrates attendance, library, VLE and submissions data to identify students at risk of non-continuation. To back this up, in 2018-19, we established a central student engagement team to contact at-risk students and to coordinate activity in academic departments from academic guidance tutors to wider student support in wellbeing and the colleges. In this plan, we will continue to develop this capability, in particular in respect of students with mental health conditions, to enable us to spot issues early and put in place appropriate responses.
- *Flexible and personalised learning*: creating a learning environment that works for and engages all our students is central to our education strategy. With a high proportion of commuter students, this is doubly important. In September 2019 we will be launching a new online 24/7 academic support service to complement our on-campus service. This plan will also see our 'library anywhere' project continue to develop its 'digital first' services to complement the first class on-campus facilities of our new library, which opened in 2017. Creating a more flexible, personal and engaging student experience on and off campus is also central to our blended learning projects, with an 'active blended learning' model being piloted in the university's Business School in 2019-20. Blended courses have been shown to improve both student retention and attainment when compared with traditionally taught, face-to-face courses<sup>8</sup> as well as offering flexibility that is particularly beneficial to commuter and other student groups with complex lives<sup>9</sup>.
- *Wellbeing and disability support*: Investment in high quality student wellbeing and disability support has been core to our strategy to address attainment gaps for under-represented students in general and disabled students in particular. Students with mental health conditions will continue to be a central feature of the new strategy going forward. We will continue to invest in these services as part of our new student mental health and wellbeing strategy and ensure that all student support services are working effectively to maximise positive student outcomes for all. In addition, a specific student welfare officer has responsibility for care leavers at the start of the new academic year – and the current holder is a member of staff who leads the KU Cares project at Kingston. Our Student Support Services are guided by best practise in the sector and draw upon leading recent research in order to provide the best provision. Regular analysis of internal data enables the team to enhance existing provision by adapting priorities and rethinking strategic approaches based on identified gaps and patterns.

Material to the teach out plan for the courses it teaches, franchise partner QAHE has established a student retention working group which brings together initiatives around improving retention and progression. The Academic Community of Excellence (ACE) team established in 2017 supports students to develop good academic skills, as well as reaching out to students at risk of non-continuation. QAHE's work to support success also includes enhanced contact hours for students and a student welfare service. For teach out, a retention and enhancement plan has been produced, which will be supported by the spend redirected from Access funding, as discussed in the introduction. The plan will be overseen by the Learning, Teaching and Quality Committee at Roehampton under its remit to monitor the quality of teaching and student outcomes.

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<sup>8</sup> Means *et al.* (2013) The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. Teachers College Record, Columbia University:

[https://www.sri.com/sites/default/files/publications/effectiveness\\_of\\_online\\_and\\_blended\\_learning.pdf](https://www.sri.com/sites/default/files/publications/effectiveness_of_online_and_blended_learning.pdf)

<sup>9</sup> Higher Education Academy (2015) Framework for flexible learning in higher education

<https://www.heacademy.ac.uk/system/files/downloads/flexible-learning-in-HE.pdf>



## Student progression measures

Table 4 provides a summary of the measures we will be undertaking in this APP to work towards closing the progression gap for our target students.

Table 4 Student progression measures summary

| Strategic measure                  | Key projects and initiatives  | Target groups  |
|------------------------------------|---|--|
| Curriculum development and design  | Graduate attributes<br>Work-based learning<br>Work experience Degree apprenticeships  | All under-represented students   |
| Professional development           | Chancellor's Career Award programme embedded in all programmes  | All under-represented students   |
| Work experience                    | Wide range of work experience opportunities available to all students   | All under-represented students   |
| Social capital                     | Career mentoring network BAME career events<br>Clubs and societies<br>College events and initiatives<br>Peer mentoring  | BAME students<br>All under-represented students  |
| Leadership                         | BAME leadership events (with RSU)   | BAME students  |
| Careers support                    | Online career self-evaluation tool; wide range of careers support to all students with BAME-focused activity linked to BAME career event<br>Launchpad entrepreneurship project with specific programmes for students with dyslexia and other neuro-diverse conditions | BAME students, all under-represented students, commuting students<br>All under-represented students, students with neuro-diverse conditions. |
| Pathways to post-graduate research | BAME post-graduate research project   | BAME students  |

- *Curriculum development and design:* We started our curriculum review in 2016 by developing a set of graduate attributes to shape course design to support all our students to develop the skills and capabilities to be successful graduates, including through embedded work experience and work-based learning. Our curriculum strategy has also focused on developing new vocationally-focused programmes including digital media (2018), nursing (2019) and computing (2020). We currently deliver degree apprenticeships with our partner QA LIMITED.
- *Careers support:* Our careers team run a wide range of events and services to support employability. As part of our ambition to create a more flexible and personalised learning environment to ensure positive outcomes for all our students, our careers offer is on campus and online. In 2019, we launched 'Career Pulse' as an employability self-evaluation tool for students to enable them to access university services to meet their individual needs. Launchpad, our enterprise and entrepreneurship programme, aims to equip students and graduates with the skills to develop an entrepreneurs' mind-set. A major stream of the programme is to support those with dyslexia and other neurodiverse conditions.
- *Professional development:* In 2018 we launched the Chancellor's Career Award as an optional online professional development programme. From September 2019, we will start to embed the programme in academic courses to widen its take-up, in particular, from under-represented commuting students; and develop the programme to widen its scope.
- *Work experience:* Providing opportunities for work experience for our students is central to our employability strategy. We invested in a new team in 2017 who have developed a wide range of work experience opportunities for students to complement their academic studies. At the same time, this team is working with academic departments to develop career-focused programmes. In 2018, for example, we launched a four-year business programme with an embedded year in industry.
- *Social capital:* A great many of our students join us without significant connections to the professional world. Since 2015, our Career Mentoring Scheme has provided opportunities for our students to make these connections and to be mentored by career professionals. At the same time, through our colleges and students' union (RSU), we offer a wide range of opportunities for students to participate in clubs

and societies. We are mindful that many of our under-represented students, often with long commutes to campus, find engagement with our careers and wider student experience offer challenging. In this APP, we will be supporting measures, including peer mentoring and targeted events, to reach a wider group of students.

- *Leadership*: Every year in January we run a successful two-day leadership event. Over the past two years, we have also run a BAME leadership event with the RSU. As part of this APP, we will continue to run targeted leadership and careers events to reach all our under-represented students.

The majority of QAHE students are already in some form of employment. Academic study is viewed by students as an opportunity to enhance their career prospects. The QAHE careers service, including a dedicated internship and placements manager, creates opportunities for Roehampton students studying at QAHE with work experience opportunities. QAHE also has an online career and employability service offering careers support in a similar way to students studying at the Roehampton campus.

Our approach to supporting progression is informed both by the demographics of our student body and also findings from the sector and examples of best practice. For example, in meeting the needs of our BAME students, those who are first in family and those who are from lower socio economic backgrounds, it is well reported that a student's background can present challenges in terms of confidence, connections, and awareness of networking and raising social capital to get onto the career ladder<sup>10</sup>. This helps inform our mentoring, career development and leadership programmes. Our entrepreneurship activity for neurodiverse students was partly informed by research by Cass Business School (Professor Julie Logan) around entrepreneurs and skills sets.

### 3.2 Student consultation

Students are at the heart of our decision making. Their views shape how we deliver our services and influences how we teach them. We are committed to a strong and active partnership to drive enhancements in performance outcomes, the student experience and to ensure shared responsibility for determining the direction of the university. Through a three-fold student representative structure our students are fully engaged in all aspects of governance and academic quality assurance. They are represented on all major committees including Senate, LTQC and University Council, are members on new programme approval and periodic review panels and are at the heart of all academic enhancement activities as co-creators, and equal partners. Our students make contributions that are worthwhile, and which make a difference in driving change that affects their peers.

Our Student Senate is a consultative and advisory body which reports to our senior academic board. It is chaired by the Vice-Chancellor with an agenda which is jointly set by students. We work in close partnership with the RSU who strive to enhance the student experience through their work on student voice and representation. RSU officers sit on most university committees and have contributed to, reviewed and revised this APP throughout its development and they will remain involved in the process of implementing and monitoring it.

RSU and the Student Engagement Group supports the recruitment and training of Programme and Department Reps who represent fellow students on academic programmes and who act as their voice on programme/department boards, feeding forward and providing feedback ensuring that issues raised are responded to and the responses communicated back to the students they represent. Working with the Student Engagement Group our department reps have led targeted student focus group sessions on this APP to actively seek the views of a wider, more diverse student group.

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<sup>10</sup> Boston Consulting Group Sutton Trust (2017) State of Social Mobility in the UK [https://www.suttontrust.com/wp-content/uploads/2017/07/BCGSocial-Mobility-report-full-version\\_WEB\\_FINAL.pdf](https://www.suttontrust.com/wp-content/uploads/2017/07/BCGSocial-Mobility-report-full-version_WEB_FINAL.pdf)

Student Senators, Department and Programme Representatives and student members of the Student Engagement Working Group have all been consulted over the development of this APP. Their views on commuting students and the need to recognise the intersectionality between commuting students and students belonging to one or more of the underrepresented groups is reflected in this document (section 1.7). Student senators also shared strong views on the importance of ensuring access for mature FE students and care leavers (both access targets). We have not set a success target for care leavers due to low numbers, but as a result of student consultation we will be monitoring the continuation and attainment of our care leavers over the life of this plan. Student consultation has fed into our targets, and has resulted in targeted initiatives around commuting students, belonging, recruitment practices and support for mature students, and in strategies for supporting care leavers, all of which is reflected in this document.

All our student representative groups have been consulted in the construction of this APP and will remain active participants in the process of its monitoring, evaluation and delivery through the various representative systems, established feedback channels and through their participation in the Access and Participation Plan Steering Group which keeps this APP under review.

### 3.3 Evaluation strategy

#### Evaluation strategy

Rather than employing a 'one size fits all' approach to programmes, a variety of programmes will be created which specifically address a target group in the context of specific academic departments. For consistency and transparency, a standardised logic chain will be used to ensure all programmes plan from the outset the Inputs, Activities, Outputs, Outcomes and Impacts that underpin them. This will support the overarching evaluation framework with its summative and formative stages, which is cost-effective, proportionate and value for money. Programmes will be planned for the lifetime of the APP using different evaluation approaches to meet the evaluation requirements, employing an appropriate combination of qualitative and quantitative approaches for different stages of each programme's delivery. Programmes will have clear objectives, will be underpinned by evidence and all will have student involvement in the co-creation and design, with students centred in and contributing to programmes to improve retention and attainment and employment outcomes for our targeted groups. Agreed deliverables with measures of success will be incorporated in the planning stages. Development opportunities will also be created for staff, to help them increase their awareness and willingness to undertake this work, with resources and support in place to develop skills and understanding. This approach will be extended to our collaborative partners and key stakeholders to ensure consistency, and facilitate cross-silo working.

A key part of the evaluation approach is the development from the outset of an evaluation framework informed by the OfS five point framework and self-assessment tool, driven by senior leaders, but owned by staff and students, that employs the theory of change model set out in the OfS three core outcomes 'what needs to change' approach. Logic chain modelling will help to identify the impact of the plan through measures which show the extent to which the programme is contributing to the outcomes it aims to achieve, and to keep programme assumptions under scrutiny. Using this iterative process, programmes are reviewed and refined to ensure they remain flexible and responsive to changes identified. Alongside data, the use of narrative and empirical approaches will be used to show correlations and make judgements.

Evidence is being collected through mixed methods including data analysis, projects' documentation, secondary research sources, discussions with key stakeholder organisations (e.g. Aim Higher South), primary research with staff and students, and the outputs of communities of practice events and capacity building activities, including continuing professional development (CPD) and workshops. Evaluation of student success and progression is underpinned by well-established quality assurance mechanisms and clear senior leadership oversight and governance through a range of university committees. Specific access

and learning and teaching projects (including both NCOP and RAFA 2) have their own evaluation methodologies embedded in their programmes of activity from which expertise will be drawn and lessons will be learnt and used to inform this APP, and the skills and experiences of staff involved in those projects will support CPD of the wider staff group.

Robust project management processes are in place which employs SMART (specific, measurable, attainable, relevant and timely) targets, and which operate within ethical and regulatory guidelines to support evidence-based decision making. Using rigorous metrics, trends are analysed, and results validated and triangulated from a range of perspectives. Conclusions drawn are used to improve our knowledge and understanding and to inform investment decisions and more targeted interventions, resulting in improved outcomes for students. Risks are assessed and plans put in place to mitigate against them, all of which is kept under regular review through routine reporting mechanisms. The results of our evaluations will be shared across the university to enable organisational learning through the creation of an online digital repository to contain updates on access, success and progression activities and materials. This good practice will be disseminated beyond the university, shared with other HEIs at conferences and across profession networks to contribute to the growing body of knowledge developing in this area.

The approach adopted has been adapted from experiences gained from our participation in the OfS Addressing Barriers to Student Success project, Re-imagining Attainment for All 2 (RAFA2). By drawing on evaluation best practice we will be producing regular interim reports (twice yearly) throughout the lifetime of the plan with a final summative evaluation report at the end. At each reporting stage, milestones will be addressed and the logic chain examined to measure success in improving student's outcomes. This model has a proven track record of delivering robust evaluation outcomes as it requires reflection on, and scrutiny of, why targets are being achieved/not achieved. It also requires consideration and explanation of mitigating actions as well as giving consideration to the range of activities undertaken, outcomes and output and the measurable desirable impact. This approach employs the theory of change in a dynamic way for real time reflection that accounts for changes made.

### Timeframe

Our approach to evaluation has already started with the establishment of the Access and Participation Monitoring Group which is responsible for monitoring the objectives and targets as set out in the APP and for evaluating their success. The intended timeline:

- Year 1: Development – The adoption of our strategic evaluation approach as set out in the APP. Designing the impact of evaluation. By the end of first year, we would have created and establish the framework and communicated it across the institution.
- Year 2: Implement and test – We would begin the year having carried our interim evaluation, identified learnt lessons, reported on and share findings. Continue to implement what works and measuring impact.
- Year 3: Change and improve - Carry out interim evaluation, identify learnt lessons, report and share findings. Continue to implement what works, making changes as necessary, report on changes made and measure impact.
- Year 4: Establish processes - based on findings to date, review policy/strategy, identify learnt lessons, and begin implementing early evaluation findings
- Year 5: Embed and sustain - review and set new targets learnt from evaluation

### Financial support evaluation

Conditions are applied to students in receipt of financial support and these vary depending on the award. Recipients of financial support 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. Each year we provide our analysis on

financial support given to students to our Student Life Committee and to our Vice-Chancellor's Advisory Group for review, and we use the findings to determine where support/services should be targeted. As we increase our scholarships, we will review the way we are evaluating financial support. The University is planning to have impact questionnaires for students who have received financial support. The idea behind the impact questionnaires is to ensure that we are able to evaluate the support offered, but also ascertain if additional support is required or if support needs to be targeted elsewhere. There are also plans to combine the provision of financial support with other factors such as attendance and results.

### **3.4 Monitoring progress against delivery of the plan**

An implementation plan will be produced to monitor progress made on the aims set out in section 2 of this APP. This will be overseen by the Access and Participation Plan Monitoring Group responsible to the Deputy Provost Learning and Teaching and will report to LTQC, Curriculum Strategy Committee, Senate and University Council. The same governance framework will oversee annual impact reports which will assess, among other things, the impact of our activities related to access and financial support.

The implementation plan will set out objectives, owner status, show alignment with other strategic policies and TEF, and will record key milestones, detailing progress and any significant milestones which have not been met or which have been delayed, with information on reasons for this, along with mitigating actions.

All staff and student representatives will be involved in monitoring this plan as it will contain details of the interventions developed at a local level to improve student participation, experience and outcomes, which are activities at the heart of our work and embedded in all we do. Monitoring the APP will form part of our routine, featuring as a standing item on team meetings, academic programme boards and formal university committees, providing staff and students with timely information on the progress or delays of planned activities, giving them time to review and make necessary changes.

For the QAHE activity in teach out, the retention and success plan will form the basis of specific, annual monitoring and evaluation of the activities supported by the redirection of Access spend towards Progression and Success. This will be presented annually in our impact reports.

## **4. 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<sup>11</sup> and financial support is provided on our University website and our prospectuses, which can be downloaded or requested on the website.

The financial support we currently offer is not specifically targeted to underrepresented groups, but open to all our students, the majority of which belong to at least one of the underrepresented groups. The university also offers a Student Hardship Fund which support students in financial need and for which care leavers are prioritised. Full up-to-date details of the financial support can be found on our website<sup>12</sup>.

The university updates course pages<sup>13</sup> on an annual basis which includes reviews of our information on fees, funding options and other critical information for students. The university is committed to providing accurate information to UCAS and the Student Loans Company in a timely manner.

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<sup>11</sup> <https://www.roehampton.ac.uk/finance>

<sup>12</sup> <http://www.roehampton.ac.uk/Finance/Scholarships/>

<sup>13</sup> <https://www.roehampton.ac.uk/undergraduate-courses>

The university also publishes the annual student fee regulations<sup>14</sup> which outlines an estimate of the overall cost of tuition fee for the duration of the course and the liability points.

Once approved by the OfS, this APP will be published on the University's website in an accessible way for prospective and current students, staff and stakeholders.

## 5. Appendix

The OfS will append the following items from the fees and targets and investment documents when the APP is published:

- Targets (tables 2a, 2b and 2c in the targets and investment plan)
- Investment summary (tables 4a and 4b in the targets and investment plan)
- Fee summary (table 4a and 4b in the fee information document)

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<sup>14</sup> <https://www.roehampton.ac.uk/globalassets/documents/finance/student-fee-regs-2018-19.pdf>

# Access and participation plan

## Fee information 2020-21

Provider name: Roehampton University

Provider UKPRN: 10007776

### Summary of 2020-21 entrant course fees

\*course type not listed

**Inflationary statement:**

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

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

| Full-time course type:           | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree                     |                         | £9,250      |
| Foundation degree                |                         | £9,250      |
| Foundation year/Year 0           |                         | £9,250      |
| HNC/HND                          | *                       | *           |
| CertHE/DipHE                     | *                       | *           |
| Postgraduate ITT                 |                         | £9,250      |
| Accelerated degree               | *                       | *           |
| Sandwich year                    | *                       | *           |
| Erasmus and overseas study years | *                       | *           |
| Other                            | *                       | *           |

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

| Sub-contractual full-time course type: | Additional information:    | Course fee: |
|--|----------------------------|-------------|
| First degree                           | QAHE (UR) Limited 10066755 | £9,250      |
| Foundation degree                      | *                          | *           |
| Foundation year/Year 0                 | *                          | *           |
| HNC/HND                                | *                          | *           |
| CertHE/DipHE                           | *                          | *           |
| Postgraduate ITT                       | *                          | *           |
| Accelerated degree                     | *                          | *           |
| Sandwich year                          | *                          | *           |
| Erasmus and overseas study years       | *                          | *           |
| Other                                  | *                          | *           |

**Table 4c - Part-time course fee levels for 2020-21 entrants**

| Part-time course type:           | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree                     | *                       | *           |
| Foundation degree                | *                       | *           |
| Foundation year/Year 0           | *                       | *           |
| HNC/HND                          | *                       | *           |
| CertHE/DipHE                     | *                       | *           |
| Postgraduate ITT                 | *                       | *           |
| Accelerated degree               | *                       | *           |
| Sandwich year                    | *                       | *           |
| Erasmus and overseas study years | *                       | *           |
| Other                            | *                       | *           |

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

| Sub-contractual part-time course type: | Additional information: | Course fee: |
|--|-------------------------|-------------|
| First degree                           | *                       | *           |
| Foundation degree                      | *                       | *           |
| Foundation year/Year 0                 | *                       | *           |
| HNC/HND                                | *                       | *           |
| CertHE/DipHE                           | *                       | *           |
| Postgraduate ITT                       | *                       | *           |
| Accelerated degree                     | *                       | *           |
| Sandwich year                          | *                       | *           |
| Erasmus and overseas study years       | *                       | *           |
| Other                                  | *                       | *           |



# Targets and investment plan

## 2020-21 to 2024-25

Provider name: Roehampton University

Provider UKPRN: 10007776

### Investment summary

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

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

| Access and participation plan investment summary (£) | Academic year |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|
|  | 2020-21       | 2021-22       | 2022-23       | 2023-24       | 2024-25       |
| Total access activity investment (£)                 | £1,839,246.00 | £1,894,422.00 | £1,970,199.00 | £2,052,832.00 | £2,049,008.00 |
| Access (pre-16)                                      | £643,736.00   | £663,048.00   | £689,570.00   | £718,491.00   | £717,153.00   |
| Access (post-16)                                     | £919,623.00   | £947,211.00   | £985,099.00   | £1,026,416.00 | £1,024,504.00 |
| Access (adults and the community)                    | £183,925.00   | £189,442.00   | £197,020.00   | £205,283.00   | £204,901.00   |
| Access (other)                                       | £91,962.00    | £94,721.00    | £98,510.00    | £102,642.00   | £102,450.00   |
| Financial support (£)                                | £372,325.00   | £386,995.00   | £401,954.00   | £438,557.00   | £449,913.00   |
| Research and evaluation (£)                          | £114,846.85   | £117,144.00   | £119,487.00   | £121,877.00   | £124,315.00   |

Table 4b - Investment summary (HFI%)

| Access and participation plan investment summary (%HFI) | Academic year  |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|
|   | 2020-21        | 2021-22        | 2022-23        | 2023-24        | 2024-25        |
| Higher fee income (£HFI)                                | £21,851,055.00 | £19,472,520.00 | £19,148,595.00 | £19,753,255.00 | £20,058,670.00 |
| Access investment                                       | 8.4%           | 9.7%           | 10.3%          | 10.4%          | 10.2%          |
| Financial support                                       | 1.3%           | 1.6%           | 1.6%           | 1.6%           | 1.7%           |
| Research and evaluation                                 | 0.5%           | 0.6%           | 0.6%           | 0.6%           | 0.6%           |
| Total investment (as %HFI)                              | 10.3%          | 11.9%          | 12.6%          | 12.6%          | 12.5%          |

## Table 2a - Access

[illegible]

### Table 2b - Success

[illegible]

### Table 2c - Progression

[illegible]