

The University of Roehampton

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

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. Our heritage is rooted in social justice and widening educational opportunities and the success of all our students is at the core of Roehampton's strategic vision to be a leading university for mobilizing the potential of students from all backgrounds and improving the communities around us. We consider it our mission to *transform lives through professionally focused education, which equips our students with the confidence, knowledge and skills they need for a successful career and fulfilling life.* Our students, based at our southwest London campus, reflect this commitment to social change and our priority to widen participation.

The data that informed this plan shows that over 80% of our students have at least one widening participation characteristic and that:

- 64% of our students come from Black, Asian, mixed and other ethnicity backgrounds.
- 52% of students come from IMD quintiles 1 and 2.
- 40% of students have been eligible for free school meals.
- 60% of Roehampton's entrants are the first in their family to attend higher education.
- 27% are over the age of 21 when they start their studies and are mature students.
- 18% have a declared disability.

We are proud of the diversity of our student population and our success at encouraging students who might not enter university to come to Roehampton. Table one shows the demographics of our students in comparison with the sector and is evidence of the success of our widening participation approach.

Table 1: Roehampton University aggregated population compared to sector*

Characteristics	Roehampton	Sector comparison
IMD quintiles 1 and 2	52%	42%
Black	27%	10%
Asian	20%	15%
Mixed	8%	5%
Free-school meal eligibility	40%	19%
First in family	60%	49%
Declared disability	18%	16%
Care leaver	1%	1%

*The data represents a 4-year aggregate for 2018-2021 with a population that is limited to Undergraduate level of study, UK domicile and Taught only students. As such, this excludes our QAHE population.

In addition, as might be expected, strong and significant associations occur between the indicators of economic disadvantage i.e. deprivation, free school meals and first in family status. There is also a strong association with these measures and entering with a BTEC qualification and, most strikingly, with ethnicity. So, our Black students are the most likely to:

- Come from deprived areas – 33% compared to 12% of white students.
- Have been eligible for free school meals - 65% compared to 23% of White students.
- Enter with a BTEC qualification – 41% compared to 17% of White students.
- They are also more likely than White students to be the first in their family to HE - 61% compared to 57% of White students, but not as likely as Asian students (67%).
- Be mature - 34% compared to 26% for White and 19% for Asian students
- Be male - 37% compared to 31% for White students.

At Roehampton, we are committed to cultivating an inclusive environment that values individuality, promotes free thinking and supports personal goals and good citizenship. The intervention strategies to address the risks and meet the objectives set out in this plan are intended to ensure that all of our students have the same equality of opportunity. The strategies are a mix of whole institutional approaches that are inclusive of all students and new approaches that will focus on those students who our analysis has identified as being most at risk. To make the most significant impact on addressing risks to equality of opportunity, we have developed a plan that focuses primarily on interventions that support the success and progression of Black students and those who enter university with a BTEC qualification. Although other characteristics also pose risks to equality of opportunity, as set out above, our Black students are significantly more likely than others to possess these characteristics, including a BTEC qualification.

Risks to equality of opportunity

A comprehensive assessment of performance was conducted using the following data sources: the Office the Students APP dataset and dashboard; and two years (where possible) of internal University of Roehampton data.¹ Aggregated data was analysed across the student lifecycle stages: Access, Continuation, Completion, Attainment and Progression, comparing student performance across a range of widening participation characteristics. To further enhance our understanding, we carried out an intersectional analysis of the overall associations between key student characteristics and our student outcomes performance. Deploying this intersectional approach enabled us to examine how these student characteristics interact for our students occupying multiple potentially disadvantaged positions, moving beyond looking at single characteristics like ethnicity in isolation to surface those students most at risk and identify the most impactful interventions.

¹ The OfS APP dataset and dashboard covers six years (2016/17 to 2021/22) of the most recently, publicly available data for each of the student access and outcome measures along with an aggregate value from the most recent four years (2018/19 to 2021/22). The internal data covers up to 2022/23, depending on the dataset. Please see Annex A for full details.

Using the Equality of Opportunity Risk Register (EORR), alongside our assessment of performance data, we have identified that we are successful in providing access to university for students with characteristics typically associated with disadvantage, which is in line with our ambitions and focus on widening participation. We are ahead of sector in all characteristics, except for care leavers where participation rates are comparable to the sector and males, likely reflecting our portfolio of education, allied health and nursing. We expect this gap to be reduced with the introduction of our new programmes in engineering, architecture and construction.

However, the analysis suggests the following students may face risks to their equality of opportunity.

Risk S1: There is a gap between the continuation rates of our Black and White students. Analysis shows that this is due to high withdrawal rates within the entry year for our Black students. In addition, low rates of declared disability amongst Black students suggests that some have undisclosed disabilities which means they are not able to access support which could benefit them. Review against the EORR suggests that this may be due to gaps in knowledge and skills, a lack of information and guidance leading students to start courses that may not be best suited to their interests, abilities or aspirations, making success less likely. Once in university, this may be due to inadequate or insufficiently tailored academic and personal support. Ongoing impacts of cost pressures may also be a contributing factor.

Risk S2: There is a gap between the continuation rates of students entering with a BTEC qualification and students entering with A levels. As most of our students entering with BTEC qualifications are Black, the reasons for this gap are closely linked to Risk S1. Review against the EORR suggests that this may be due to gaps in knowledge and skills, a lack of information and guidance leading students to start courses that may not be best suited to their interests, abilities or aspirations, making success less likely. Once in university, this may be due to inadequate or insufficiently tailored academic and personal support. Ongoing impacts of cost pressures may also be a contributing factor.

Risk S3: There gap between the completion rates of our Black and White students. Analysis shows that this is due to high withdrawal rates within the entry year for our Black students. In addition, low rates of declared disability amongst Black students suggests that some have undisclosed disabilities which means they are not able to access support which could benefit them. Review against the EORR suggests that this may be due to gaps in knowledge and skills, a lack of information and guidance leading students to start courses that may not be best suited to their interests, abilities or aspirations, making success less likely. Once in university, this may be due to inadequate or insufficiently tailored academic and personal support. Ongoing impacts of cost pressures may also be a contributing factor.

Risk S4: There is a gap between the completion rates of students entering with a BTEC qualification and students entering with A levels. As most of our students entering with BTEC qualifications are Black, the reasons for this gap are closely linked to Risk S3. Review against the EORR suggests that this may be due to gaps in knowledge and skills, a lack of information and guidance leading students to start courses that may not be best suited to their interests, abilities or aspirations, making success less likely. Once in university, this

may be due to inadequate or insufficiently tailored academic and personal support. Ongoing impacts of cost pressures may also be a contributing factor.

Risk S5: There is a degree awarding gap between our Black and White students.

Analysis shows that this is influenced by being care experienced, deprived and FSM eligible, which are characteristics associated significantly more strongly with our Black students than our White students. Our internal analysis suggest that Black students are more likely to re-sit assessment, which is capped at 40%, thus depressing degree attainment. Review against the EORR suggests that this may be due to inadequate or insufficiently tailored academic and personal support.

Risk S6: There is a degree awarding gap between our students entering with a BTEC qualification and students entering with A levels.

Our analysis shows that, as most of our students entering with BTEC qualifications are Black, the reasons for this gap are closely linked to Risk S5. Our internal analysis suggest that Black students are more likely to re-sit assessment, which is capped at 40%, thus depressing degree attainment. Review against the EORR suggests that this may be due to inadequate or insufficiently tailored academic and personal support.

Risk P7: There is a progression gap between our Black students and our White students.

Analysis shows that this is influenced by being care experienced, deprived and FSM eligible, which are characteristics associated significantly more strongly with our Black students than our White students. Review against the EORR suggests that this may be due to inadequate or insufficiently tailored academic and personal support. In addition, Black students may not have an equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.

Objectives

As set out above, to make the most significant impact on addressing risks to equality of opportunity, our plan focuses on interventions that support the success and progression of our Black students and those who enter university with a BTEC qualification. Therefore, the plan will focus on interventions aimed at improving continuation, completion, attainment and progression for our Black students and continuation, completion and attainment for those students who enter with BTEC qualifications. We will also continue our successful access initiatives to promote access to higher education to all students who are at a disadvantage in terms of equality of opportunity to higher education.

Objective 1: Success: Continuation

Objective 1a: We will reduce the continuation gap between White and Black students attending the university by 4% by 2030. This will be achieved by targeted pre-entry work delivered in collaboration with our external partners, in particular our school's network to improve the quality of information, advice and guidance to raise attainment and through a

combination of institutional interventions focused on personalised support, wellbeing and student analytics, alongside targeted interventions focused on our Black students.

Objective 1b: We will reduce the continuation gap between students entering with a BTEC qualification and students entering with A levels by 8% by 2030. This will be achieved by targeted pre-entry work delivered in collaboration with our external partners, in particular our schools' network. We will also improve staff awareness of BTEC specifications to enable more tailored induction, transition and personal support. There will also be a combination of institutional interventions focused on personalised support, wellbeing and student analytics, alongside targeted interventions focused on our students who enter university with BTEC qualifications.

These objectives seek to address risks S1 and S2.

Objective 2: Success: Completion

Objective 2a: We will reduce the completion gap between white and black students attending the university by 10% by 2030. This will be achieved through working with our external partners to raise attainment and through a combination of institutional interventions focused on personalised support, wellbeing and student analytics, alongside targeted interventions focused on our Black students.

Objective 2b: We will reduce the completion gap between students entering with BTEC qualifications and students entering with A levels by 14% by 2030. This will be achieved through working with our external partners to raise attainment and through a combination of institutional interventions focused on personalised support, wellbeing and student analytics, alongside targeted interventions focused on our students who enter university with BTEC qualifications.

These objectives seek to address risks S3 and S4.

Objective 3: Success: Attainment

Objective 3a: We will reduce the degree awarding gap between our Black students and our White students 18% by 2030. This will be achieved through a combination of institutional interventions focused on personalised support, wellbeing and student analytics, alongside targeted interventions focused on our Black students, which will be developed in collaboration with our current students with relevant lived experiences.

Objective 3b: We will reduce the degree awarding gap between students entering with BTEC qualifications and students entering with A levels by 28% by 2030. This will be achieved through a combination of institutional interventions focused on personalised support, wellbeing and student analytics, alongside targeted interventions focused on our students who enter university with BTEC qualifications.

These objectives seek to address risks S5 and S6.

Objective 4: Progression

Objective 4: We will reduce the progression gap between our white and black students by 8% by 2030. We will do this by embedding employability skills across the curriculum, providing opportunities for work related and work-based learning and internships, alongside targeted interventions focused on our Black students.

This objective seeks to address risk P7.

Intervention strategies and expected outcomes

The following, focused intervention strategies sit within our institutional support for improving student success. Our approach to disadvantage is a combination of the focused activities that make up these strategies, supported by a platform of processes and initiatives that seek to improve equality of opportunity for all. For example, our curriculum review, wellbeing support and student learning analytics inform, support and enhance the work we do in widening participation and access and supporting our students to achieve the outcomes they desire.

Intervention strategy 1:

Objectives and targets: Reduce the continuation gap between White and Black students attending the university by 4% by 2030; the completion gap between white and black students attending the university by 10% by 2030 and the degree awarding gap between white and black students attending the university by 20% by 2030. (Objectives 1a, 2a and 3a; Risks1, 3 and 5).

Risks to equality of opportunity: gaps in knowledge and skills, a lack of information and guidance; inadequate or insufficiently tailored academic and personal support; cost pressures.

Activity	Description	Inputs	Outputs	Cross Interventions
Pre-arrival support - calling campaign	Contact all L4 Black students before they start their studies to link them to a named support person, to build a relationship and sense of belonging. (New activity).	Student Engagement Coaches	Named person throughout the year who will be checking on attendance, engagement, and progress, signposting to academic and support services as required. Increased continuation rates for Black students.	IS2

<p>Peer Mentoring Programme – RoeBuddies</p>	<p>Students buddy up to mentor L3 & 4 students. Black student buddying with other successful Black students. Support induction and transition to university with informal advice, guidance, and introduce them to extra-curricular opportunities across the university.</p> <p>Mentors provide both formal and informal mentoring sessions, as well as running engagement and awareness events and activities to support the student journey. (Reintroduction of activity).</p>	<p>Continuing students, recruited via an application and interview process.</p> <p>Training for the role run by Student Engagement Team</p>	<p>Extend induction.</p> <p>Encouragement and support around attendance, engagement.</p> <p>Increase new student involvement in student life,</p> <p>Support building a sense of community and creating a wider support network for new students.</p> <p>Improved 1st submission rates, module pass rates and module marks for target students compared to relevant comparator group.</p>	<p>IS2</p>
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Personalised support	New L4 students allocated a Student Education Coach who will support them throughout their studies. (New activity).	Student Education Coaches	<p>Improve number of first submissions</p> <p>Develop good study habits, time management.</p> <p>Improve student self-esteem.</p> <p>Improve module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2
Professional Mentoring for Black students	Mentoring sessions once a semester and will be led by Black early career graduates and senior business leaders professionals who will speak about their experiences as a Black student now in the workforce – presenting on challenges and how they overcame them and journeys to success. (Reintroduction of activity).	Alumni networks	<p>Exposure to key messages around attendance, engagement, study tips, strategies for improving grades, early career planning and networking.</p> <p>Improve motivation and signposted as to how to be successful at university.</p> <p>Improve module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2
Uplift project	Using student data sets, identify Black students and those with technical qualifications, whose attainment is at the grade boundary and provide additional support to improve marginal grade and cross them into the higher-grade boundary. (Existing activity).	Academic staff time	<p>Improve attainment.</p> <p>Improve module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2

Increased focus in action plans	All academic action plans to explicitly refer to actions aimed at reducing the Black and White attainment gap. (New activity).	Staff time	Improve attainment. Improve first submission rates, module pass rates and module marks for target students compared to relevant comparator group.	IS2
Academic staff summits and staff development	Staff development focusing on inclusive portfolio design and authentic assessment. (New initiative).	Learning and Teaching Education Unit Staff time	Improve inclusive practice. Improve first submission rates, module pass rates and module marks for target students compared to relevant comparator group.	IS2

Evidence base: These interventions have been developed from a consideration of best practice across the sector, from discussions with and other feedback from students (NSS, Module Evaluation Surveys) and learning from previous successful initiatives. We have had conversations and workshops with the Students' Union and used our Student Voice mechanisms to get feedback on potential initiatives.

Evaluation: We intend to evaluate the impact of the individual activities within the intervention strategy, generating OfS Type 2 evidence. Interventions will be monitored annually and reported to the Student Education and Outcomes Panel, Student Education Committee and University Senate. The outcomes of evaluation will be shared via our Student Voice mechanisms and shared with staff via our Academic Development Summits and internal communication mechanisms. If appropriate, written reports will also be made available to any OfS evaluation repository.

Please see appendix B for more details.

Intervention strategy 2:

Objectives and targets: Reduce the continuation gap between students entering with a BTEC qualification and students entering with A levels by 8% by 2030; reduce the completion gap between students entering with BTEC qualifications and students entering with A levels by 14% by 2030; reduce the degree awarding gap between students entering with BTEC qualifications and students entering with A levels by 28% by 2030. (Objectives 1b, 2b, and 3b; Risks 2, 4 and 6).

Risks to equality of opportunity: gaps in knowledge and skills, a lack of information and guidance; inadequate or insufficiently tailored academic and personal support; cost pressures.

Activity	Description	Inputs	Outputs	Cross Interventions
Pre-arrival support - calling campaign	Contacting all students entering with a BTEC qualification before they start their studies to link them to a named support person, to begin to build a relationship and sense of belonging. (New activity).	Student Engagement Coaches	Named person throughout the year who will be checking on attendance, engagement, and progress, signposting to academic and support services as required. Increase continuation rates for student entering with a BTEC students.	IS1

Personalised support	New L4 students entering with a BTEC qualification to be allocated a Student Education Coach who will support them throughout their studies. (New activity).	Student Education Coaches	<p>Improve number of first submissions</p> <p>Develop good study habits, time management.</p> <p>Improve student self-esteem.</p> <p>Improve first submission rates, module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2
Uplift project	Using student data sets, identify those entering with a BTEC qualification, whose attainment is at the grade boundary and provide additional support to improve marginal grade and cross them into the higher-grade boundary. (Existing activity).	Academic staff time	<p>Improved attainment.</p> <p>Improve first submission rates, module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2
Increased focus in action plans	All academic action plans to explicitly refer to actions aimed at reducing the gaps between those entering with a BTEC qualification and those entering with A levels. (New activity).	Staff time	<p>Improve attainment.</p> <p>Improve first submission rates, module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2
Academic staff summits and Staff development	Staff development focusing on inclusive portfolio design and authentic assessment.	<p>Learning and Teaching Education Unit</p> <p>Staff time</p>	<p>Improve inclusive practice.</p> <p>Improve first submission rates, module pass rates and module marks for target students compared to relevant comparator group.</p>	IS2

Evidence base: These interventions have been developed from a consideration of best practice across the sector, from discussions with and other feedback from students (NSS, Module Evaluation Surveys) and learning from previous successful initiatives. We have had conversations and workshops with the Students' Union and used our Student Voice mechanisms to get feedback on potential initiatives.

Evaluation: We intend to evaluate the impact of the individual activities within the intervention strategy, generating OfS Type 2 evidence. Interventions will be monitored annually and reported to the Student Education and Outcomes Panel, Student Education Committee and University Senate. The outcomes of evaluation will be shared via our Student Voice mechanisms and shared with staff via our Academic Development Summits and internal communication mechanisms. If appropriate, written reports will also be made available to any OfS evaluation repository.

Please see appendix B for more details.

Intervention strategy 3

Objectives and targets: Reduce the progression gap between white and black students by 8% by 2030. (Objective 4, Risk P7).

Risks to equality of opportunity: inadequate or insufficiently tailored academic and personal support, progress to an outcome considered to be a positive reflection of higher education experience.

Activity	Description	Inputs	Outputs	Cross Interventions
Career mentoring with Graduate Recruitment Bureau	Delivered in partnership with the Graduate Recruitment Bureau which pairs our black students with career mentors to help build career aspirations and build confidence with next careers steps leading to employment. GRB are a leading graduate recruitment firm in the UK. (New initiative). If the relationship with GRB changes during the duration of the plan, this action will be reframed.	Student Futures Team Graduate Recruitment Bureau	<p>Improve confidence amongst those taking part in mentoring.</p> <p>Increase networking opportunities for those taking part.</p> <p>Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.</p>	IS1
Student Career Coaches	Recruit Student Career Coaches from black populations. Trained student Career Coaches will provide peer-to peer support to their fellow students to explore career options, connect with employers, and sharpen those job-getting skills (New initiative).	Student Futures Team	<p>Improve confidence amongst those taking part in mentoring.</p> <p>Increase work experience opportunities for coaches.</p> <p>Support provided to students by those with shared life experiences.</p> <p>Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.</p>	IS1

<p>Partner with 10000 black interns</p>	<p>Partner with <i>10000 Black Interns</i> to support Roehampton students for open and live positions specially for students from a black heritage background. 10000 Black Interns is a UK-based initiative aimed at addressing the underrepresentation of Black talent in various industries by providing paid internships for Black students and recent graduates. (New initiative). If the relationship with 10000 BI changes during the duration of the plan, this action will be reframed.</p>	<p>Student Futures Team 10000 Black Interns</p>	<p>Improve confidence amongst those taking part. Increase work experience opportunities. Support provided to students by those with shared life experiences. Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.</p>	
<p>Partner with Creative Access</p>	<p>Partner with Creative Access to support Roehampton students with 10-15 paid internships for black students to enter the creative industries. Creative Access partners with over 750 creative businesses, including major names like the BBC, ITV, and Penguin Random House, to provide entry, junior, and mid-level job opportunities. (New initiative) If the relationship with CA changes during the duration of the plan, this action will be reframed.</p>	<p>Student Futures Team Creative Access</p>	<p>Improve confidence amongst those taking part. Increase work experience opportunities. Support provided to students by those with shared life experiences. Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.</p>	

Student Futures: Internships, placements and work-related learning	Professional experiences, encounters with industry and work experience are systematically embedded into the curriculum.		Improve confidence amongst those taking part. Increase work experience opportunities. Support provided to students by those with shared life experiences. Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.	
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Evidence base: These interventions have been developed from a consideration of best practice across the sector, from discussions with and other feedback from students (NSS, Module Evaluation Surveys, Career Readiness) and through conversations with employers and PSRBs. Please see appendix B for more details.

Evaluation: We intend to evaluate the impact of the individual activities within the intervention strategy, generating OfS Type 2 evidence. Although the full impact of actions will take time to evaluate (given the lead time for GO data), interventions will be monitored annually and reported to the Student Education and Outcomes Panel, Student Education Committee and University Senate. The outcomes of evaluation will be shared via our Student Voice mechanisms and shared with staff via our Academic Development Summits and internal communication mechanism. If appropriate, written reports will also be made available to any OfS evaluation repository.

Whole provider approach

Roehampton values the wide range of backgrounds and experiences our students bring and our principles of inclusivity aimed to create an environment where people are valued for who they are. Our commitment to this can be seen in the refresh of our University strategy which sets out our vision *to unlock the potential of students from all backgrounds*.

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 life cycle. In support of this, we have taken a whole provider approach to the development and ongoing monitoring of our Access and Participation Plan. Led by the Pro Vice-Chancellor: Education, the plan has been developed by and in consultation with academic colleagues, professional services staff, our external partners and students who have shaped the focused approach that we bring to this new plan. The success of the proposed interventions relies on the actions of colleagues from all parts of the University, whilst the monitoring of the success of the Plan will be carried out by the Student Experience and Outcomes Panel, which is chaired by the Vice-Chancellor and meets quarterly. This Panel 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 and equality of teaching and student outcomes.

Our institutional approach to addressing educational disadvantage is to embed responsibility for this across our committee structures, to regularly review our institutional policies and processes to ensure equality of opportunity and to improve the knowledge and skills of our staff to support our diverse student body most effectively. For example, the Pro Vice-Chancellor Education chairs the University's Student Education Committee (SEC) that brings together colleagues from academic departments, colleges and the professional services to develop plans and oversee the implementation of measures to ensure positive student outcomes for all. Each School has a Student Education Group, chaired by a senior academic who is responsible for leading academic enhancement and improving equality of opportunity at the local level.

The Vice-Chancellor chairs the Equality, Diversity and Inclusion Committee. Its 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 equalities workstreams, equality policies and the profile and performance of staff and students are reviewed to ensure our activities are aligned with our Equality, Diversity and Inclusion strategy.

The University's has an Inclusive Practice Working Group, which reports to SEC and has a remit to work with staff and students to ensure that Teaching and Learning at Roehampton is inclusive in all its aspects. Inclusive practice permeates our curriculum development, which is underpinned by key principles associated with EDI and transformative assessment. Validation and revalidation of programmes incorporates training in inclusive curriculum design and our bi-annual Academic Staff Development Summit has a focus on redressing inequality and promoting inclusive practice.

Alongside work carried out by our academic schools, our Directorate of Student Support and Success oversees the work of the University in supporting our students' journey from pre-arrival and beyond, including the provision of specialist mental health and wellbeing support. All students can access support across a wide range on offer and we additionally deliver targeted interventions including:

- Proactive targeted interventions for anyone with a widening participation background, pre-arrival and throughout, using a dashboard to monitor progress.
- Proactive targeted interventions for disabled students at the point of application, to support their preparation and transition to university, including the offer to move into accommodation one week early and participate in a tailored orientation prior to Welcome Week. We run a weekly support group for students with autism to help them navigate university life and develop a sense of belonging.
- Prioritise care-leavers for specialist support such as counselling and mental health advice, plus hardship funding. Care leavers receive the same offer as disabled students relating to early move and orientation.
- Student Futures ringfence work experience opportunities for black students and offer a BAME peer mentoring programme.

We take a data informed approach to the support that we provide our students to overcome disadvantage. SEAtS Engage, our learning analytics platform tracks student engagement, which allows us to identify students who might be at risk of failure. Our Student Engagement Team (SET) monitors, responds to and coordinates proactive early interventions for students that we a) identify during transition to University as being more 'at-risk' of poor outcomes, and b) whilst studying. The team then works with students to develop study plans and support students to achieve good outcomes. The key groups of students that are considered a priority for early interventions, are set out below, and many of these are the focus of this Access and Participation Plan:

- Students with lower than average entry tariffs
- Students who studied a BTEC prior to joining Roehampton
- Students who studied other non-typical qualifications.
- Students who are repeating a year of study, have trailing credits or have deferred study.
- Students who did not submit to assessment
- Students supported by our UKVI/immigration team (particularly those on a Tier 4 visa).

This allows us to provide personalised support that helps students achieve their educational ambitions. Furthermore, this approach enables us to assess any additional needs and triage directly into specialist support including mental health advice and counselling.

Collaborative working

Working with partners and as part of collaborative networks is an important feature of Roehampton's access and participation work. We have a strong focus on increasing access to university, working in collaboration with a range of external partners. For example, to increase access to university, we collaborate with AimHigher, the Brilliant Club, Horizons

and IntoUniversity to raise pre-16 attainment, particularly with students from disadvantaged communities in the Wandsworth area. More focused work on refugees is carried out in partnership with the Big Leaf Foundation and our I-CAN partnership funded by Southwest Integrated Care Partnership Priorities Fund supports care leavers into Nursing Apprenticeships. We collaborate with our extensive school and further education networks to provide pathways into HE and work with UniQuest to deliver our contextual offer scheme for applications who:

- have low progression to higher education in their geographical region
- attend a school or college which is an aspiring school
- have experience within the care system
- have a disability
- are a refugee or asylum seeker
- have been eligible for free school meals in the previous six years.

Raising pre-16 attainment

Our analysis shows that our initiatives are successful in promoting university level education to those who might not necessarily consider it to be an opportunity for them. At Roehampton, these initiatives are a core part of our institutional approach to mitigating the risk of equality of opportunity and underpin our whole provider approach to access and participation work. 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.

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 to reach as many students in meaningful ways as possible. This approach to outreach is 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:

- *AimHigher*: Roehampton collaborates with AimHigher to support pupils in Years 7-13 from less advantaged groups, including pupils in receipt of Free School Meals and pupils in the care of the local authority. Pupils attend 1-day campus visits where they receive an Information Advice and Guidance session, a subject taster session, a subject taster session, a campus tour, a talk on university life and interact with student ambassadors. This aims to raise the pupils' aspirations and improve their perception of

higher education.

- *Horizons*: Horizons 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.
- *IntoUniversity*: Roehampton supports IntoUniversity with the delivery of their FOCUS week and Buddy programmes. At the end of FOCUS weeks, Year 6 students from schools with a high percentage of pupils on Free School Meals attend a one-day campus visit, where they receive a campus tour, a student ambassador Q&A and reflect on their university aspirations. As part of the Buddy programme, Year 8 students who meet at least one of IntoUniversity's criteria (for example, being in receipt of Free Schools Meals) attend a one-day campus visit. They receive a subject taster workshop, a campus tour and a student ambassador Q&A. These programmes aim to raise the awareness of higher education for pupils and improve their perception of university.
- *In2STEM*: In partnerships with In2STEM, Roehampton provides week-long summer initiatives designed to support Year 12 students from disadvantaged and low-income backgrounds. Students attend in person sessions including subject specific workshops, university information sessions and campus tours. The programme aims to equip students with the support, skills and experience necessary to reach their full potential and pursue degrees and careers in science, technology, engineering and mathematics (STEM) fields.
- *The Talent Foundry*: Roehampton collaborates with The Talent Foundry on their Powering Transformation programme. This programme supports 300 pupils in Years 7-8 from schools with a higher percentage of pupils eligible for Free School Meals. They attend 1-day group workshops focused on Sustainable Technology, with support from volunteers from Dell and student ambassadors from Roehampton. This programme aims to help pupils develop transferable skills and provide guidance on future pathways, while giving them positive role models through the volunteers and student ambassadors.
- *I-CAN*: This programme supports care leavers to embark on careers in healthcare. Participants attend two 8-weeks programmes including a training programme covering skills relevant to the healthcare sector; an individual learning plans to support the development of English and Maths skills, meetings with potential employers; support with applications and interviews; a guaranteed interview for apprenticeship or alternative progressions routes, leading to a foundation degree.

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 enhancement in performance outcomes, the student experience and to ensure shared responsibility for determining the direction of this. We work closely and in

collaboration with the Roehampton Students' Union and regular meetings take place to work on areas of common interest. Through our 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, Student Education Committee and University Council. They are members of new programme approval and periodic review panels and, along with our policy of seeing them as partners in assessment (SPIA), students are at the heart of all academic enhancement activities as co-creators and equal partners. To enhance this, in 2024/25, we will introduce a Student Advisory Panel who will provide feedback on significant developments across the University. Our success in building a relationship with our students through consultation is evidenced in our 2024 NSS ratings, where we were 3rd in the UK for *Student Voice* and are 8pp ahead of sector.

Students have been intrinsically involved in the development of this plan. They were part of the working groups that developed our objectives, targets and interventions and we have consulted more widely via student panels and forums. We have also reviewed student voice feedback materials from programme boards and School representatives' forums which included student representatives from current Black, Asian and Minority Ethnic students and we engaged with Roehampton Student Union sabbatical officers. Going forward, students will remain active participants in the monitoring, evaluation and delivery of the plan, through both the formal governance mechanisms that have oversight of the plan (Student Education Committee, University Senate) but also through the Student Voice structures of the University (School reps, student consultation events and the Student Advisory Panel). We will also report progress on the student portal.

Evaluation of the plan

At Roehampton we are committed to understanding whether the interventions we deliver to support our students at risk of equality of opportunity are successful, so that we can learn what works and what needs amending as we progress through the plan. Our approach to evaluation and the quality and quantity of our evaluation has gained significant momentum over the life of the last AP Plan, because of ongoing investment in our learner analytics technology, SEAtS, investment in staff development to use this technology and other data more effectively and an improvement in the frequency and methods by which we communicate evaluation.

Over the life of this new plan, we will build on these improvements to ensure that the evaluation of our overall plan and that of the proposed interventions is holistic and informs practice in a timely manner. As we move through the arc of change, our evaluation will allow an assessment of what works, what doesn't and what doesn't appear to make a difference. This will allow us to report fully on the success of our interventions to external collaborators, staff and students.

At a minimum we are aiming to generate OfS Type 2: empirical evidence, where we will consider outcomes for participants in our interventions in relation to a relevant comparator group. Our evaluation will draw on quantitative data relating to continuation, attainment and progression, supported by survey data and qualitative feedback, to provide a more complete

understanding of how specific interventions have had an impact on individuals or communities of students. Theories of change will shape our evaluations of individual interventions, and their contribution to the intended outcomes. The contextualization of this data will be complemented using narrative and empirical approaches to identify correlations and make judgements. Using this iterative process, interventions will be reviewed and refined to ensure they remain flexible and responsive to changes identified.

The evaluations will be scrutinized by our governance frameworks at all levels of the organization, from module and programme level data, through to institutional level scrutiny. The Student Experience and Outcomes Panel, Student Education Committee and EDIC will receive evaluation reports annually for each intervention and for the plan overall. The results will be disseminated to staff and students and shared with our collaborating partners, through our governance structures, internal communication mechanisms and our Academic Staff Summits. Good practice, as well as our learning about failure will be disseminated beyond the University, shared with other HEIs and across professional networks to contribute to the growing body of knowledge developing in this area.

Appendix B sets out more detail on the evaluation plans associated with each Intervention Strategy.

Provision of information to students

Roehampton provides clear, accessible and timely information to applicants and potential students on undergraduate fees and financial support. [Information on fees and financial support](#) is provided on our University website and our prospectuses, which can be downloaded or requested on the website. During Open Days and Offer Holder Days we include information regarding fees and financial support in our welcome talks and sessions for parents and supporters. We also have representatives from student finance available to provide enhanced guidance to prospective students.

The University updates our course pages annually, including 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 promptly.

The University also publishes the annual student fee regulations which outlines an estimate of the overall cost of tuition fee for the duration of the course and the liability points.

Once studying at the University, students can engage with our Student Finance Team, Student Wellbeing Officers and Nest for advice and assistance relating to financial matters and financial support.

Financial support

Most of 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 information below was accurate as of July 2024 and includes

the financial support available to all students. Information on additional targeted bursaries and scholarships can be [found on our Scholarships page](#).

Academic Excellence scholarship

Available for home undergraduate, first-degree students who perform strongly in A-levels, BTECs, T-levels or equivalent qualifications.

- The scholarship is paid as a cash award.
- It applies to students with home fee status.
- It is awarded automatically after enrolment, subject to achievement of the grades, or equivalent, below.

The scholarships are worth:

- £3,000 over the course of a degree for students with the equivalent of AAA or above (144+ tariff) at A-level (or equivalent tariff in other qualifications, e.g. BTEC).
- £2,000 over the course of a degree for students with the equivalent of AAB at A-level (136-143 tariff) (or equivalent tariff in other qualifications, e.g. BTEC).

Key information

- The scholarships are awarded after enrolment to students who meet the criteria above and paid termly.
- They can be combined with any other scholarship.
- They are available to students with a Home fee status only.

Roehampton Foundation scholarship

Available for home students enrolling on Roehampton degrees with foundation years. It will be automatically awarded to all home foundation students enrolling in September 2024 for the foundation year and will be awarded during every year of degree study if students complete the course and choose to continue onto a Roehampton full degree the following year.

The scholarships are worth £500 per year, paid in the foundation year and each year, if students progress straight onto an undergraduate degree (up to £2,000).

- The scholarship is paid as a cash award at the beginning of the year.
- It applies to students with home fee status.
- It is awarded automatically after enrolment, subject to achievement of the grades, or equivalent, below.

The scholarship is subject to progression to the next academic year of study and ongoing attendance.

This scholarship excludes students on the Theology, Mission and Practice (FdA/BTh).

E sport scholarship

Up to 20 cash scholarships, worth £2,000 per year of the degree, are available to students who demonstrate aptitude in esports.

Key Information

- The scholarships are awarded based on an assessment of an additional online application, and subsequently approved by a panel.
- The scholarships are available to students at undergraduate and postgraduate level, including international and full-year study abroad students.
- They cannot be combined with the Women in Esports scholarship.
- The annual scholarships are paid termly, after enrolment.

- The scholarship is paid as a cash award following approval of application.

Scholarship for sport excellence

The University is dedicated to giving its students the opportunity to play sports at all levels. Roehampton recognises the difficulties students encounter trying to balance academic studies with training and competition schedules. Alongside the scholarship, we offer a support network designed to encourage talented sports people to meet their full potential in their academic studies, as well as their chosen sport.

Cash scholarships are available, worth between £500 and £1500 per year, based on submission of an application. Successful recipients also receive travel and entry costs for competitions and gym access.

Key Information

- The scholarships are awarded by the Sport and Active Communities Manager after enrolment, based on an assessment made during an application process.
- They can be combined with any other scholarship.
- They are available to home and international students.
- The scholarship is paid as a cash award once the application is approved.

Roehampton Music Scholarship

The University of Roehampton offers music scholarships to students demonstrating high levels of excellence in music. The scholarships enable undergraduate and postgraduate students to meet some of the costs of developing their talents through lessons, courses, or the purchase of relevant equipment (instruments/strings/sheet music). In return, music scholars enhance the cultural life of the university through performances and other activities. The cash scholarships are worth up to £1,200 per year. Successful recipients also receive travel and entry costs for competitions and gym access.

Key Information

- The scholarships are awarded by the Director of Music, based on an assessment of an application and audition.
- They can be combined with any other scholarship.
- They are available to home, EU and international students.
- The scholarship is paid as a cash award once the application is approved.

Roehampton Care Leaver Bursary

The University of Roehampton is proud to offer the University of Roehampton Care Leaver* Bursary.

The Bursary is worth:

- £2,000 per year of study to Care Leavers enrolling on Undergraduate programmes at Roehampton, for up to four years of study.
- 52 weeks of accommodation at the cost of a 38 week contract, where on campus accommodation is required.

Key information

The scholarships will be awarded to students who meet all of the following criteria:

- Care Leavers
- Undergraduate students
- Home students (currently residing in the UK and have a UK postcode)

Receipt of this bursary in Years 2, 3 (and 4) is dependent upon students passing the previous academic year. Payments are at the start of each academic year.

The London Methodist Bursary Fund

£1,000 bursary payments are offered to students of the University of Roehampton.

Students will need to demonstrate that they intend to use their study with the goal of social good. Social good can mean many things and students are invited to think creatively about how they will engage with the world in a meaningful way as a result of their time at University of Roehampton and the programme they have chosen.

Applications for bursaries can be made at any point in the year, from the point of being enrolled on a programme.

Money awarded as part of a bursary will be transferred to students in two parts. Initial payments will be made shortly after the panel decision to award, with the second payment being made at a mid-way point in the academic year depending on circumstances. Funds can only be transferred into UK bank accounts.

Expectations of Scholars

The student awarded the scholarship will be expected to engage with the university and attend meetings with trustees where possible to talk about their studies and experience at Roehampton.

Sacred Heart Sanctuary Scholarship

The Sacred Heart Sanctuary Scholarship is designed to support those who might otherwise be unable to access higher education funding as a result of their immigration status.

The scholarship entitles recipients to the following support for each year of undergraduate study:

- a full tuition fee waiver.
- 52 weeks of paid for on-campus accommodation per year (where required).

and

- access to a Maintenance Grant equivalent to the maximum government Maintenance Loan for each academic year.
- This scholarship is awarded on enrolment to one student who meets the criteria.
- This scholarship can be combined with any other UG scholarship.
- This scholarship is available for the length of the undergraduate programme (3 or 4 years).

In addition:

- The Student Hardship Fund: available to all Roehampton students, throughout the academic year, to provide financial assistance to help students through periods of financial difficulty and unexpected hardship.

Full up-to-date details of [the financial support are on our website.](#)

Conclusion

At Roehampton we are proud of our long heritage of providing access to higher education, evidenced by our student population, with over 80% of our students coming from backgrounds underrepresented in higher education. Our focus is on developing student potential and the interventions set out in this plan (and other strategic plans) support this focus. This APP will ensure that we continue to widen access to university for those who wish to attend and help our students to thrive irrespective of background or circumstances.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

An analysis was completed of the University of Roehampton’s performance over recent time in relation to the Access and Participation Plan (APP) datasets, covering data on student success at different student lifecycle stages, specifically access to Roehampton’s higher education programmes, continuation after one year, completion after four years, attainment of a high-quality degree outcome (first or 2:1) and progression to graduate level employment or further study. The success rates for each of these outcomes were examined and compared across groups of students with different characteristics ranging from individual and area measures of deprivation (e.g. free school meals and IMD) to protected characteristics such as ethnicity, sex and age. Gaps in performance between students with different characteristics were identified and the interaction between characteristics examined to identify any notable intersectionalities.

1. Summary of findings and links to EORR

The list and table below summarise the key finding of this analysis:

- Nationally disadvantaged groups are well represented at Roehampton with access rates of black, free school meal eligible and more deprived (IMD Q2) students particularly high.
- We see significant associations between ethnicity and measures of disadvantage: our black students are more likely to come from deprived areas, have been eligible for free school meals and enter with a BTEC.
- We see the same groups underperform across the four student outcome measures; these are summarised in Table 1.

Table 1. Student groups that significantly underperform at Roehampton.

Student group	Access	Continuation	Completion	Attainment	Progression
Black ethnicity		x	x	x	x
FSM eligible		x	x	x	x
Care experienced	x	x	x	x	x
Entering with BTEC		x	x	x	x
Deprived (IMD Q1&2)			x	x	x
Male	x	x	x		
Asian ethnicity				X	X
Mature		x	x		

These groups may be facing risks to their equality of opportunity. Upon examining the findings of this analysis alongside the information outlined in the Equality of Opportunity Risk Register² (EORR), it appears that these students could be affected by the following national risks:

- **Risks 1 & 2: Knowledge & skills and Information & guidance**
 - Access rates for care leavers are low at Roehampton (although in line with the sector), this may be driven by both insufficient opportunities to develop the knowledge and skills needed to access and succeed in HE and insufficient information and guidance to develop ambition and expectations, or to make informed choice about their HE options.
 - Low continuation and completion rates of care experienced, deprived, FSM eligible and black students (as well as those with two or more of these characteristics) may be related to lower levels of knowledge, skills, information, and guidance leading students to start courses that may not be best suited to their interests, abilities or aspirations and making success less likely.
- **Risks 6 & 7: Insufficient academic support & Insufficient personal support**
 - Low continuation, completion and attainment rates of care experienced, deprived, FSM eligible and black students (as well as those with two or more of these characteristics) may be related to inadequate or insufficiently tailored academic and personal support. This lack of support may fail to address their unique academic histories and personal situations, hindering their chances of success. The high prevalence of BTEC qualifications amongst these student groups is likely to be a strong contributing factor.
 - Low rates of declared disability amongst black and Asian students may suggest some of these students have undisclosed disabilities which mean they are not able to access support which could benefit them.
- **Risk 10: Cost pressures**
 - Low rates of access by care experienced students and low rates of continuation, completion and attainment of care experienced, deprived, FSM eligible and black and Asian students (as well as those with two or more of these characteristics) may be related to increasing cost pressures leading to students undertaking more paid work, reducing the time they have to devote to their studies, as well as possible impacts on caring responsibilities, the ability to commute to campus, and the potential mental health impact of financial stress.
- **Risk 12: Progression from higher education**
 - Low progression rates of care experienced, deprived, FSM eligible, black and Asian students (as well as those with two or more of these characteristics) may be related to financial circumstances, lack of time or opportunity to undertake extracurricular activities, lack of information and guidance and failing to achieve a high degree classification.

² <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/>

2. Data years and student outcome definitions

The OfS APP dataset and dashboard presents six years of the most recently, publicly available data for each of the student access and outcome measures along with an aggregate value from the most recent four years. Table 2 presents the definitions of the student access and outcome variables along with details of which years of data are used.

Table 2. Student access and outcomes measure definition and data years.

Measure	Definition	OfS data years
Access	Number of entrants with a particular characteristic as a percentage of total entrants.	Entrants in years 2016/17 – 2021/22
Continuation	The proportion of students observed to be continuing in the study of a higher education qualification (or have gained a qualification) one year and 15 days after they started their course. The outcomes of students who transferred to another UK HE provider to continue their studies are treated neutrally by exclusion from the calculations.	Entrants in years 2015/16 – 2020/21
Completion	The proportion of students observed to have gained a higher education qualification (or were continuing in the study of a qualification) four years and 15 days after they started their course.	Entrants in years 2012/13 – 2017/18
Attainment	The proportion of level 6+ qualifiers awarded a first or 2:1 classification out of all those awarded a classified degree.	Qualifiers in years 2016/17 – 2021/22
Progression	The proportion of qualifiers that identify managerial or professional employment, further study or other positive outcomes among the activities that they were undertaking when responding to the Graduate Outcomes survey 15 months after they left higher education.	Qualifiers in years 2017/18 – 2020/21

3. Associations between student characteristics and student outcomes

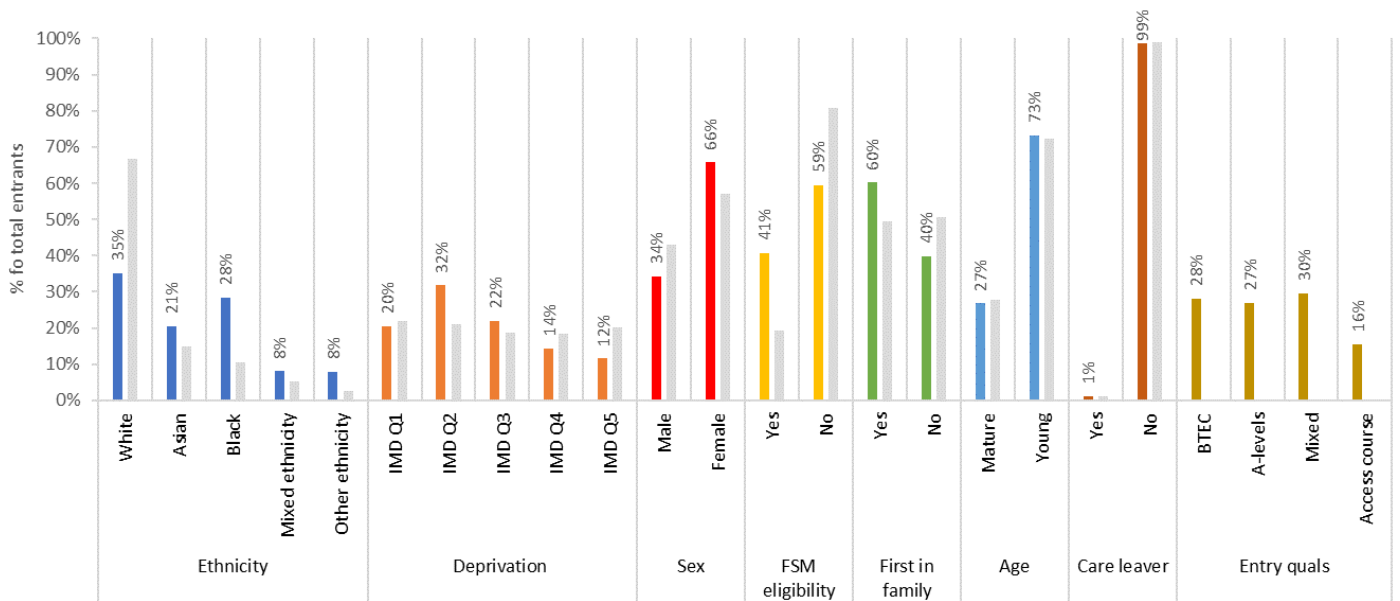
We analysed the overall associations between student characteristics and the effect of the different characteristics on the student outcome variables, based on the aggregated data from most recent four years of OfS APP data.

The statistical significance of the associations has been tested using Pearson's Chi-Squared tests. To mitigate the risk of false positives, due to the large number of statistical tests carried out, the p value threshold used to determine significance has been lowered to 0.0025. Full results of the statistical analyses are presented in Section 5.

Access

The contribution of different student groups to Roehampton's APP population is presented graphically in Figure 1 and described in detail below.

Figure 1. Contribution of different student groups to Roehampton's APP population, based on the four-year aggregate access data. The grey bars indicate the sector-wide access rate of that group.



Deprivation (IMD)

The Index of Multiple Deprivation (IMD), is an area based measure of disadvantage which ranks all neighbourhoods within England from most to least deprived based on 39 separate indicators within seven domains of deprivation, including income, employment, health and education. The neighbourhoods are then grouped into five quintiles, with IMD quintile 1 representing the 20% most deprived neighbourhoods in England and IMD quintile 5 representing the 20% least deprived neighbourhoods³.

Students from more deprived areas (IMD Q1&2) are well represented at Roehampton, with those from IMD quintiles 1 and 2 accounting for 52% of entrants. This is 10 percentage points (pp) higher than in the sector.

A note on TUNDRA

TUNDRA⁴ is an area-based measure of HE participation utilised by the OfS in its APP datasets and assessments. However, it suffers from similar problems to its predecessor, POLAR⁴, particularly for providers such as Roehampton, which recruit locally in London. London is an area with generally high HE participation coupled with high levels of economic heterogeneity within MSOAs (Middle Layer Super Output Areas) and so a student may come from a TUNDRA quintile 5 area, with the highest level for participation, but still suffer many economic and social disadvantages. Among London's 967 MSOAs only 10 are classified as TUNDRA quintile 1, the lowest participation areas, while 369 are categorised as TUNDRA Q5.

³ https://assets.publishing.service.gov.uk/media/5d8e26f6ed915d5570c6cc55/loD2019_Statistical_Release.pdf

⁴ <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/about-tundra/>

This effect can be seen in Roehampton's APP data. Students from lower quintile TUNDRA areas are underrepresented at Roehampton, 11% of entrants from the last four years are from quintiles 1 and 2 compared to 29% in the sector, but these students outperform those from higher participation areas in terms of degree outcomes, with 82% of TUNDRA Q1&2 qualifiers achieving a first or 2:1 over the last four years compared to 72% of TUNDRA Q3-5 qualifiers. There is also a clear interaction with ethnicity, with black students accounting for just 8% of our TUNDRA Q1 students, compared to 36% in the general population and white students accounting for 67% of this group, compared to 35% in the general population. Essentially, at Roehampton most of our students who come from low participation areas come from outside London and are white contrasting with the majority of our students for high participation areas who have remained in London to access HE and are majority black, Asian, mixed and other ethnicity. For these reasons, the following analysis does not include the use of TUNDRA.

Ethnicity

Asian, black, mixed and other ethnicity students are well represented at Roehampton, together accounting for 64% of entrants, over 30pp higher than in the sector level of 33%. Black students are particularly well represented, accounting for 27% of entrants, compared to 10% in the sector whilst Asian students account for 20% of our entrants, compared to 15% in the sector. Mixed and other ethnicity students both account for 8% of Roehampton's entrants, higher than the 5% and 3% seen in the sector. The longitudinal analysis presented in Section 4 includes an examination of more detailed ethnic groupings. Most of the analysis of ethnicity will focus on comparisons of white, black and Asian students as these account for most of the Roehampton's APP population.

Free School Meal eligibility

This measure is only available for undergraduate students aged under 21 years on entry who were found in the National Pupil Database attending a state-funded mainstream school in England at Key stage 4 in 2009/10 or later. Students who had been eligible for free school meals (FSM Eligible) are well represented at Roehampton, accounting for 40% of entrants, compared to just 19% in the sector.

Age

Mature students, those over 21 on entry, account for 27% of our entrants, just 1pp below the sector level. The proportion of mature students has seen a steady increase over the time period represented in the APP dataset, increasing from just 15% in 2016/17 to 36% in 2021/22.

Sex

Male students account for just 34% of Roehampton's intake, 9pp below the sector value of 43%. The number of students at Roehampton who report their sex as 'other' is very low (less than 5 in the four-year aggregate data) and so this group is excluded for the purposes of this analysis.

Parental education

60% of Roehampton's entrants are the first in their family to attend higher education, this is 11pp higher than seen the sector.

Care experience

The number of care experienced entrants at Roehampton is low, varying between 17 and 27 students per year over the four-year time period, with the largest number in the latest year. These numbers account for just 1% of Roehampton's entrants, equal to the rate found in the sector.

Disability

Students with a declared disability account for 18% of Roehampton's intake, 2pp above the sector value. As in the sector, the most commonly declared disability is a cognitive or learning difficulty, affecting 6% of Roehampton and sector entrants, following by a mental health condition, affecting 5% of both groups.

Entry qualifications

28% of Roehampton's students enter with BTECs (of DDM or lower) and 27% enter with A-levels of CDD or above. Mixed qualifications are also common with 17% of students entering with two A-levels and one BTEC (or A-levels of DDD or lower) and 12% entering with one A-level and two BTECs (or BTEC at DDD). 16% enter via an Access or foundation course. Most of those with A-levels, enter with grades between CDD and BBB (24% of total) and only 3% enter with ABB or higher. In most of the analysis that follows BTECs (of DDM or lower, hence forth referred to simply as BTEC students) are compared with those entering with A-levels. The performance of Students with mixed qualifications and Access courses tends to fall between those with BTECs or A-levels.

Association between characteristics

As might be expected strong and significant associations occur between the indicators of economic disadvantage i.e. deprivation, free school meals and first in family status. There is also a strong association with these measures and entering with a BTEC and, perhaps most strikingly, with ethnicity.

Black students are by far the most likely to:

- Come from deprived areas (33% compared to 12% of white students, significant association between ethnicity and IMD quintile: $\chi^2 (16) = 1051.14$, $p < 0.00001$).
- Have been eligible for free school meals (65% compared to 23% of white students, significant association between ethnicity and free school meal eligibility: $\chi^2 (4) = 612.31$, $p < 0.00001$)
- Enter with a BTEC (41% compared to 17% of white students, significant association between ethnicity and entry qualification type $\chi^2 (12) = 412.69$, $p < 0.00001$).

- They are also more likely than white students to be the first in their family to HE (61% compared to 57% of white students) but not as likely as Asian students (67%) (significant association between first in family status and ethnicity: $\chi^2(4) = 47.94$, $p < 0.0001$).

Black students are also more likely to be mature (34% compared to 26% for white and 19% for Asian students, significant association between ethnicity and age: $\chi^2(4) = 118.66$, $p < 0.00001$) and be male (37% compared to 31% for white students, significant association between ethnicity and sex: $\chi^2(4) = 25.19$, $p < 0.0001$). In contrast both black and Asian students are significantly less likely to have a declared disability (black=14%, Asian 12%, white=26%, significant association between ethnicity and disability status: $\chi^2(4) = 192.37$, $p < 0.0001$), which may suggest disability is under reported by these groups. The association between the different student characteristics is presented graphically in Figures 2 to 4 below.

Figure 2. Association between ethnicity and other characteristics. The values represent the percentage of the specific ethnic group which has the characteristic of interest e.g. the first blue bar shows that 65% of black students were FSM eligible.

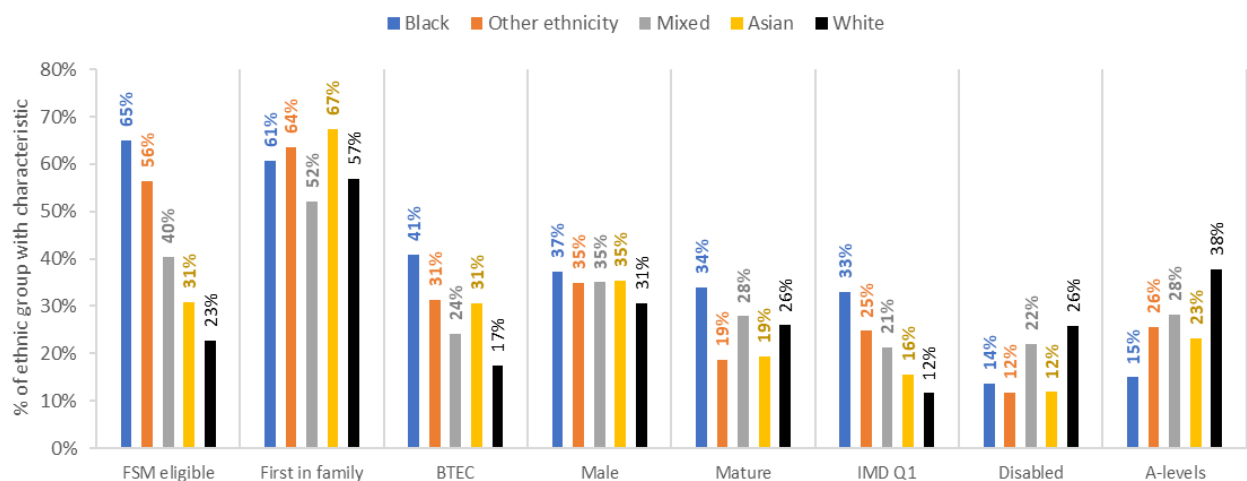


Figure 3. Association between deprivation (IMD quintile) and other characteristics. The values represent the percentage of the specific IMD quintile which has the characteristic of interest e.g. the first blue bar shows that 58% of the most deprived students (IMD Q1) were FSM eligible.

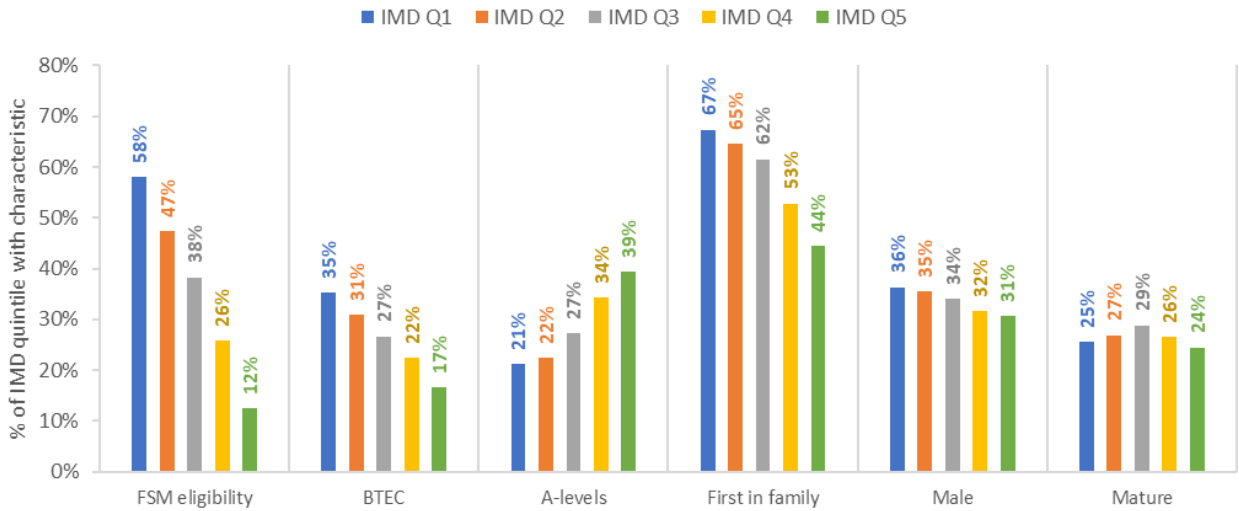
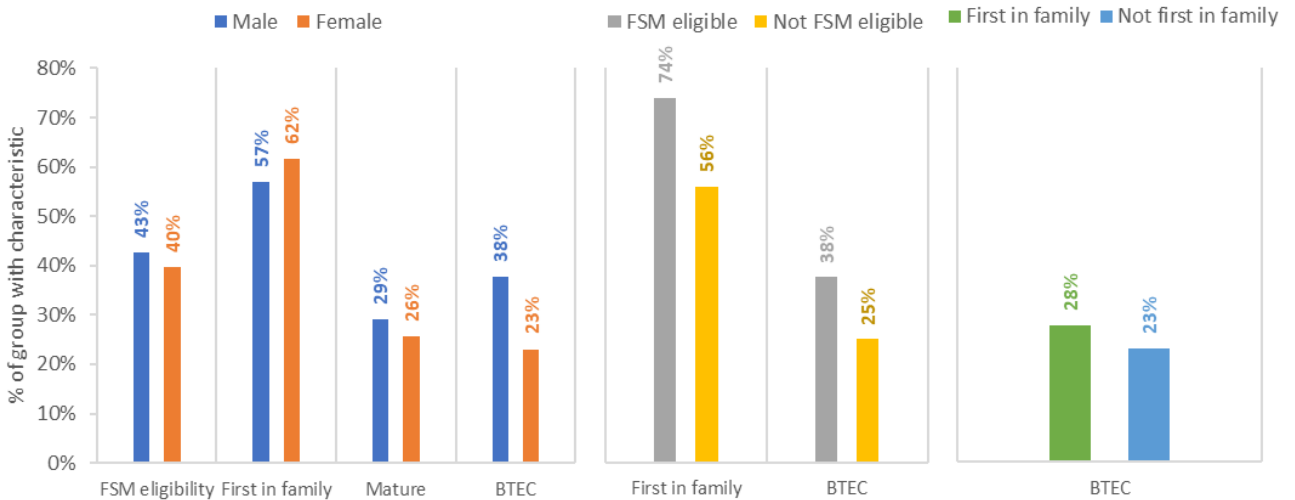


Figure 4. Associations between remaining characteristics. The values represent the percentage of the specific group indicated by the coloured bar, which has the characteristic named on the x axis e.g. the first blue bar shows that 43% of male students were FSM eligible.



Due to the strong association between ethnicity and the indicators of economic disadvantage and our previous knowledge of the persistent ethnicity gaps found both at Roehampton and in the sector, the following intersectional analysis of student outcomes variables will primarily focus on the interaction between ethnicity and the other variables. In each case the association between each of the individual student characteristics and the outcome variable will be presented first, followed by an examination of the interaction between ethnicity and each of these variables, where sufficient student numbers permit. Full results of the statistical tests and associated percentages are presented in Section 5.

3.2 Continuation

3.2.1 Association between individual student characteristics and continuation rates

Continuation rates vary significantly between students of different ethnicities with black students continuing at 84%, 8pp lower than the 92% rate seen by white students. Other ethnicities continue at a rate similar to white students ($\chi^2 (4) = 93.08, p < 0.00001$).

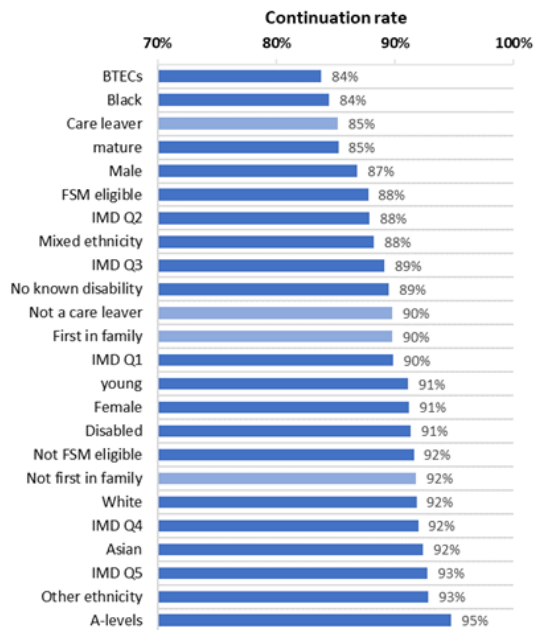
When examined singly entry qualifications ($\chi^2 (2) = 115.81, p < 0.0001$), age ($\chi^2 (2) = 70.95, p = 0.0021$), sex ($\chi^2 (2) = 34.13, p < 0.0001$), and FSM eligibility ($\chi^2 (2) = 23.48, p < 0.0001$) each have a significant effect on continuation. The largest effect is seen for entry qualifications, with 84% of BTEC students completing compared to 95% of A-level students, an 11pp gap.

There was also a significant association between deprivation and continuation ($\chi^2 (4) = 25.49, p < 0.0001$) but the variation is not entirely as expected, with IMD Q1 students continuing at a rate of 90%, equal to the Roehampton average and higher than Q2 and Q3 students (at 88% and 89%). When less and more deprived students are compared (IMD Q1&2 vs IMD Q3-5) there is just a 2pp difference in continuation rate, notably smaller than the 5pp gap seen in the sector.

Disability, first in family and care experience are not significantly associated with continuation. This is despite care leavers having the third lowest continuation rate, at 85%, although it should be noted that the small number of students in this group make finding statistically significant effects less likely.

The variation in progression rates between groups with different characteristics is presented in **Figure 5**.

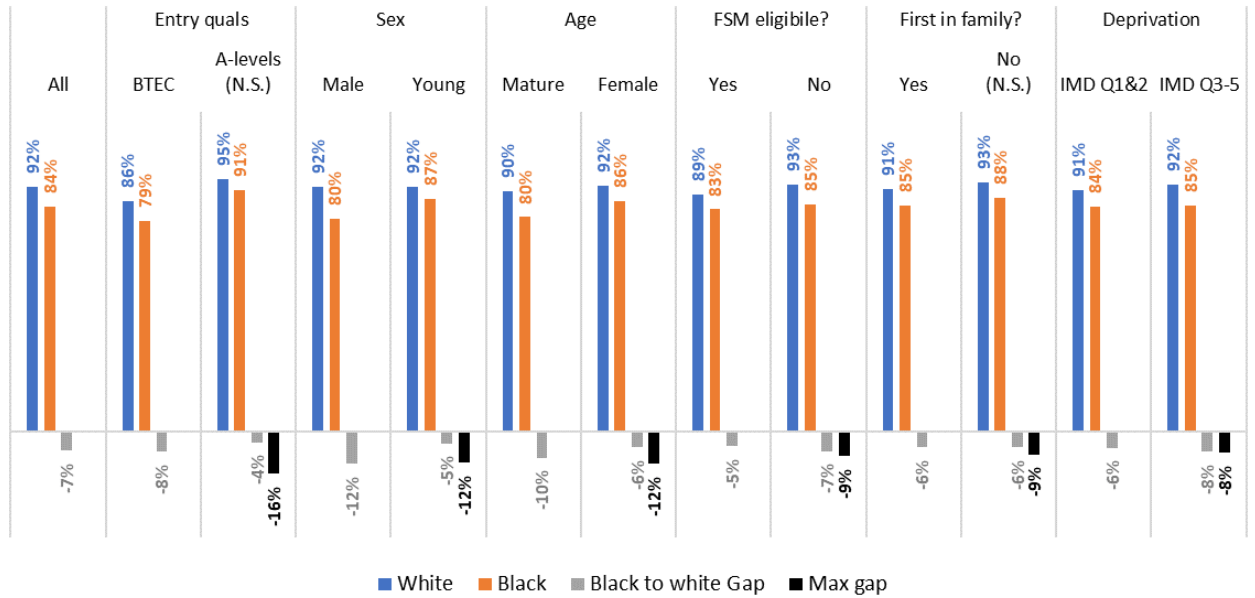
Figure 5. Relative effect size of different characteristics on Continuation rate using aggregate of four latest year of official data. Dark blue indicates groups of characteristics which have a significant association with progression rate.



3.2.2 Intersectional effects on continuation rates

When the ethnicity effect is examined alongside other characteristics, we see some effects combining to increase the gap between groups, and some cases of gaps disappearing. The lowest continuation rates are seen by black students who are either mature (70%) or have entered with BTEC qualifications (78%). The biggest black to white gaps are seen for mature and male students and the smallest for students entering with A-levels (Figure 6).

Figure 6. Continuation rate of black and white students of different characteristics. The Max gap represents the gap between the highest and lowest performing subgroups i.e. black BTEC students and white A-levels students. N.S indicates where the association between ethnicity and continuation rate is not significant.



3.3 Completion

3.3.1 Association between individual student characteristics and completion rates

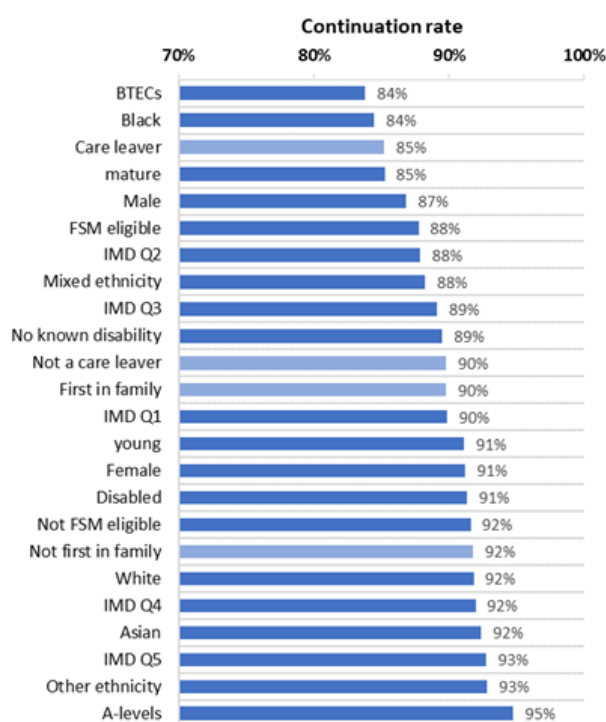
Completion rates vary significantly between students of different ethnicities with black students completing at 71%, 12pp lower than the 84% rate seen by white students. Asian students complete at the same rate as white students and mixed and other ethnicity students continue at 77% ($\chi^2 (4) = 133.68, p < 0.00001$).

When examined singly entry qualifications ($\chi^2 (2) = 381.50, p < 0.0001$), sex ($\chi^2 (2) = 184.81, p < 0.0001$), age ($\chi^2 (2) = 66.92, p = 0.0021$), deprivation ($\chi^2 (4) = 87.73, p < 0.0001$), and FSM eligibility ($\chi^2 (2) = 86.86, p < 0.0001$) each have a significant effect on completion. The largest effect is seen for entry qualifications, with 64% of BTEC students completing compared to 89% of A-level students, a 25pp gap.

Disability, first in family and care experience are not significantly associated with attainment. This is despite care leavers having the lowest completion rate of any group, at 69%, although it should be noted that the small number of students in this group make finding statistically significant effects less likely.

The variation in progression rates between groups with different characteristics is presented in Figure 5.

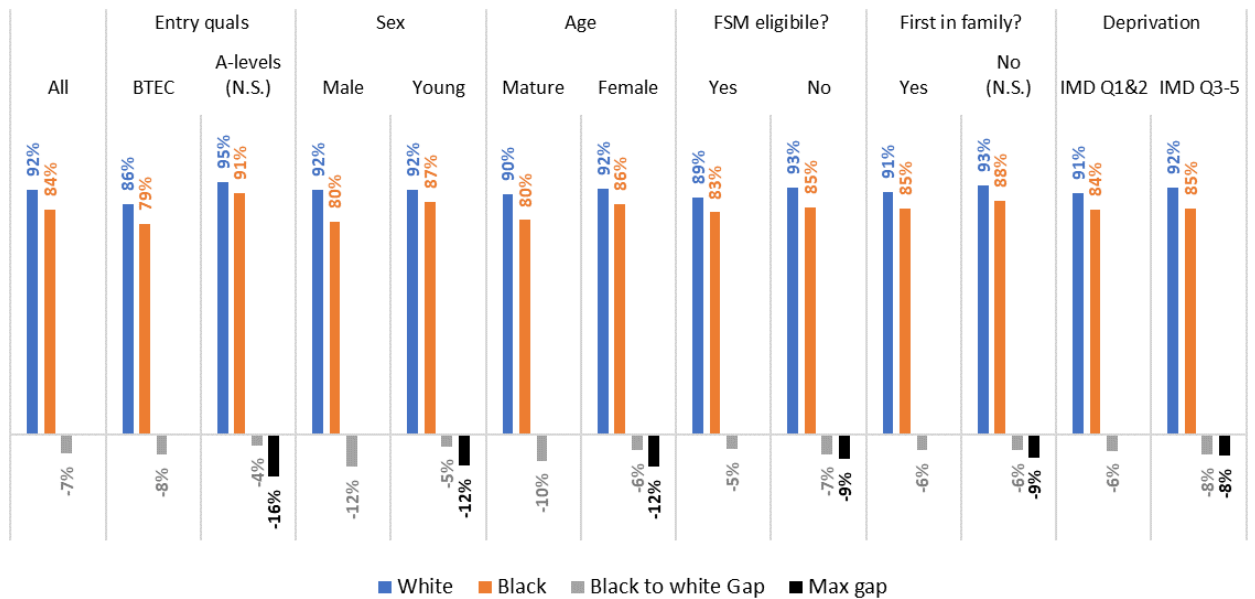
Figure 5. Relative effect size of different characteristics on Continuation rate using aggregate of four latest year of official data. Dark blue indicates groups of characteristics which have a significant association with progression rate.



3.2.2 Intersectional effects on continuation rates

When the ethnicity effect is examined alongside other characteristics, we see some effects combining to increase the gap between groups, and some cases of gaps disappearing. The lowest continuation rates are seen by black students who are either mature (70%) or have entered with BTEC qualifications (78%). The biggest black to white gaps are seen for mature and male students and the smallest for students entering with A-levels (Figure 6).

Figure 6. Continuation rate of black and white students of different characteristics. The Max gap represents the gap between the highest and lowest performing subgroups i.e. black BTEC students and white A-levels students. N.S indicates where the association between ethnicity and continuation rate is not significant.



3.3 Completion

3.3.1 Association between individual student characteristics and completion rates

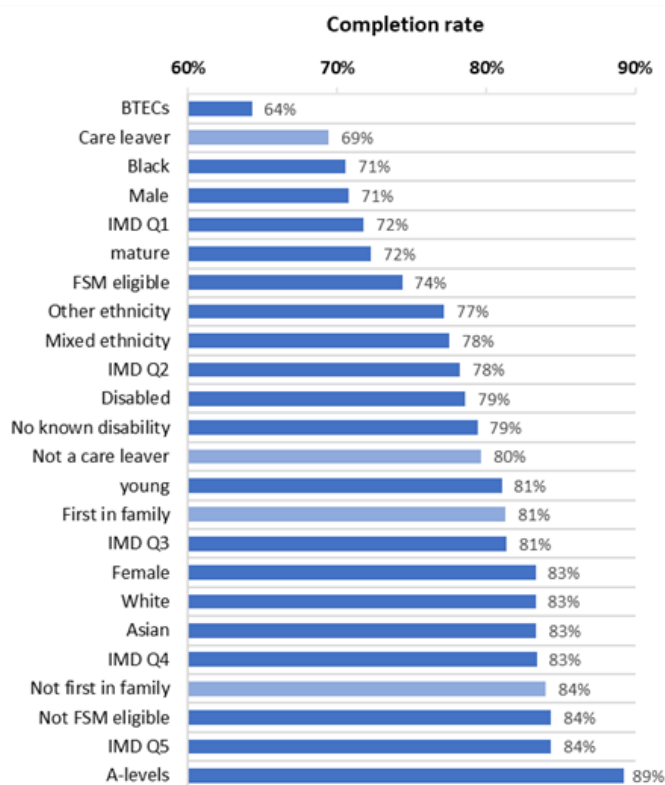
Completion rates vary significantly between students of different ethnicities with black students completing at 71%, 12pp lower than the 84% rate seen by white students. Asian students complete at the same rate as white students and mixed and other ethnicity students continue at 77% ($\chi^2 (4) = 133.68, p < 0.00001$).

When examined singly entry qualifications ($\chi^2 (2) = 381.50, p < 0.0001$), sex ($\chi^2 (2) = 184.81, p < 0.0001$), age ($\chi^2 (2) = 66.92, p = 0.0021$), deprivation ($\chi^2 (4) = 87.73, p < 0.0001$), and FSM eligibility ($\chi^2 (2) = 86.86, p < 0.0001$) each have a significant effect on completion. The largest effect is seen for entry qualifications, with 64% of BTEC students completing compared to 89% of A-level students, a 25pp gap.

Disability, first in family and care experience are not significantly associated with attainment. This is despite care leavers having the lowest completion rate of any group, at 69%, although it should be noted that the small number of students in this group make finding statistically significant effects less likely.

The variation in progression rates between groups with different characteristics is presented in Figure 7.

Figure 7. Relative effect size of different characteristics on completion rate using aggregate of four latest year of official data. Dark blue indicates groups of characteristics which have a significant association with progression rate.

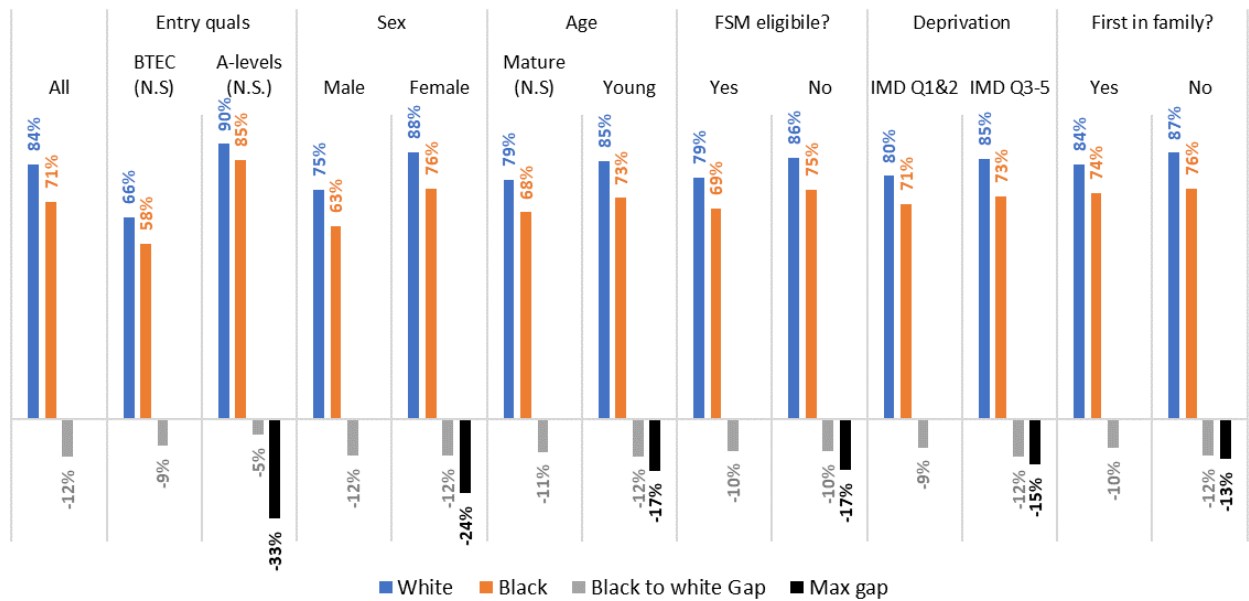


3.3.2 Intersectional effects on completion rates

When the ethnicity effect is examined alongside other characteristics, we see some effects combining to increase the gap between groups, and some cases of gaps disappearing but in all cases the ethnicity effect remains significant.

The lowest completion rates are seen by black students who have entered with a BTEC, with just 58%, followed by black male students, with 63%. For most groups the black to white gap remains a similar size, 10-12pp, but entry qualification type sees this gap reduced to 9pp for BTEC students and just 5pp for A-level students, with black A-level students completing at a rate of 85%, just 5pp behind white A-level students and 28pp ahead of black BTEC students. This suggests that the higher prevalence of BTECs among black students and A-levels among white students could explain some of the variation in the completion rates between these two groups (Figure 8).

Figure 8. Completion rate of black and white students of different characteristics. The Max gap represents the gap between the highest and lowest performing subgroups i.e. black BTEC students and white A-levels students. N.S indicates where the association between ethnicity and continuation rate is not significant.



3.4 Attainment

3.4.1 Association between individual student characteristics and attainment rates

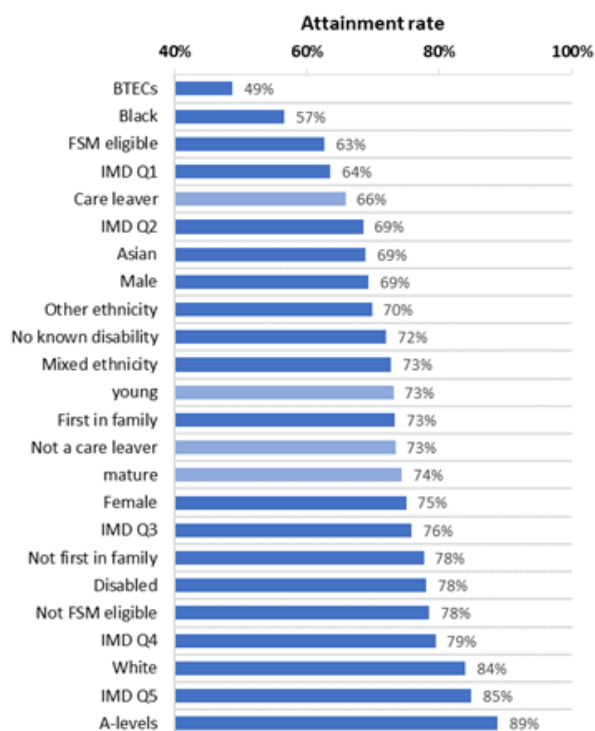
Attainment rates vary significantly between students of different ethnicities ($\chi^2(4) = 324.88$, $p < 0.0001$) with just 57% of black students attaining a first or 2:1, 27pp lower than the 84% seen by white students. The attainment rates of other ethnic groups fall between those of white and black students including 69% for Asian students.

When examined singly entry qualifications ($\chi^2(2) = 538.51$, $p < 0.0001$), sex ($\chi^2(2) = 19.57$, $p < 0.0001$), FSM eligibility ($\chi^2(2) = 127.02$, $p < 0.0001$), deprivation ($\chi^2(4) = 146.39$, $p < 0.0001$) and first in family ($\chi^2(2) = 9.59$, $p = 0.0021$) each have a significant effect on attainment. The largest effect is seen for entry qualifications, with only 49% of BTEC students attaining a first or 2:1 compared to 89% of A-level students.

Disability, age and care experience are not significantly associated with attainment. This is despite care leavers having the fifth lowest attainment rate, at 66%, although it should be noted that the small number of students in this group make finding statistically significant effects less likely.

The variation in progression rates between groups with different characteristics is presented in Figure 9.

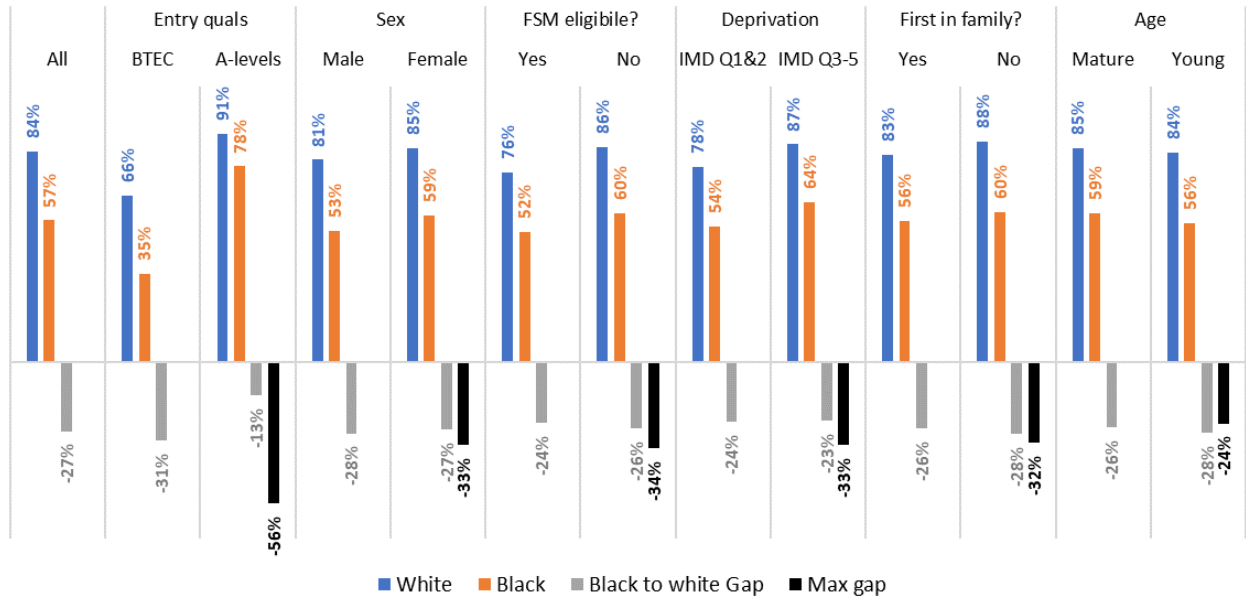
Figure 9. Relative effect size of different characteristics on attainment rate using aggregate of four latest year of official data. Dark blue indicates groups of characteristics which have a significant association with progression rate.



3.4.2 Intersectional effects on attainment rates

When the ethnicity effect is examined alongside other characteristics, the association between ethnicity and attainment remains significant for all groups and the effect of each of the different characteristics remains similar for each the different ethnic groups. The black to white gap also remains a similar size (23-28pp), for all groups except entry qualification type, where the gap increases to 31pp for BTEC students and reduces to 13pp for A-level students. Black BTEC students see by far the lowest attainment rate of any group at just 35%, 31pp behind white BTEC students, 43pp behind black A-level students and 56pp behind white A-level students (Figure 10).

Figure 10. Attainment rate of black and white students of different characteristics. The Max gap represents the gap between the highest and lowest performing subgroups i.e. black BTEC students and white A-levels students.



3.5 Progression

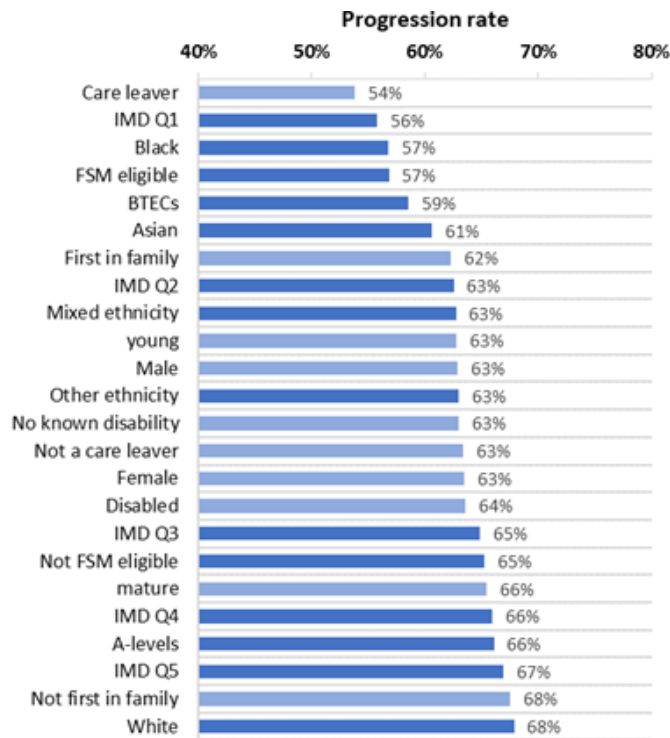
3.5.1 Association between individual student characteristics and progression rates

Progression rates vary significantly between students of different ethnicities ($\chi^2(4) = 25.59$, $p < 0.0001$) with just 57% of black students progressing to graduate level employment or further study, 11pp lower than the 68% seen by white students. The progression rates of other ethnic groups fall between those of white and black students including 61% for Asian students.

When examined singly only three other characteristics have a significant effect on progression rate: free school meal eligibility (with an 8pp gap between eligible and non-eligible), entry qualifications (with an 8pp gap between BTEC and A-level) and deprivation (with a 6pp gap between IMD Q1&2 and IMD Q3-5 students). It is also worth noting that, despite a lack of significance, care experienced students have the lowest progression rate of any group.

The variation in progression rates between groups with different characteristics is presented in Figure 11.

Figure 11. Relative effect size of different characteristics on progression rate using aggregate of four latest year of official data. Dark blue indicates groups of characteristics which have a significant association with progression rate.



3.5.2 Intersectional effects on progression rates

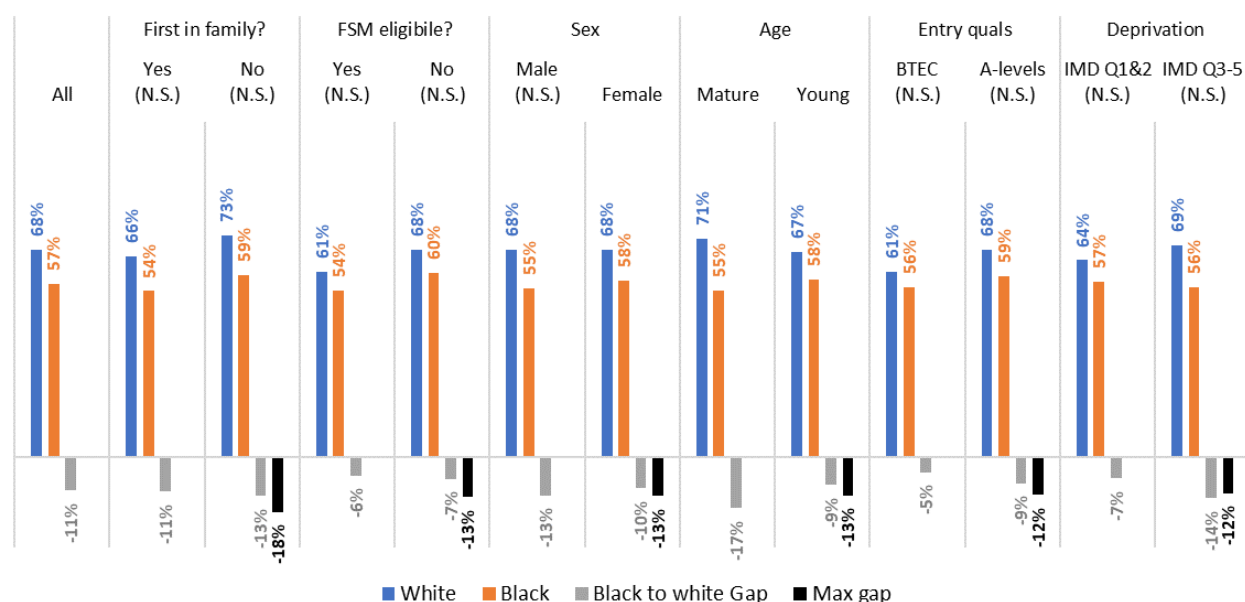
When the ethnicity effect is examined alongside other characteristics, we see some effects combining to increase the gap between groups, and some cases of gaps narrowing but in most cases the significance of the ethnicity effect reduces to the point on not being significant (at the level of $p < 0.0025$), which is likely to be at least partly related to the relatively small sample sizes involved (Figure 12).

The black to white progression gap is reduced below 10pp for both groups of FSM eligible students and both BTEC and A-level students, suggesting that free school meal status and entry qualifications are driving some of the variance in performance of black and white students. In the case of deprivation, the black to white progression gap is reduced to 7pp for more deprived students, but expanded to 14pp for less deprived students, due to less deprived black students progressing at a rate slightly lower than their more deprived equivalents.

There is a notable interaction effect between ethnicity and age with the black to white progression gap enlarged for mature students, to 17pp, and narrowed for young students, to 9pp. In both cases the association between ethnicity and progression rate remains significant.

Similarly for deprivation, the black to white progression gap is reduced to 7pp for more deprived students, but expanded to 14pp for less deprived students, driven by the fact that both groups of black students progress at a very similar rate (56-57%). For both deprivation groups the association between ethnicity and progression rate is not significant, except for the less deprived group when only white, black and Asian students are considered (rather than mixed and other ethnicity also being included, which is the cases for most of the other Chi-squared tests discussed). The black to white progression gap remains a similar size (10-13pp) for both first in family groups and males and females, although the ethnicity effect only remains significant for female students.

Figure 12. Progression rate of black and white students of different characteristics. The Max gap represents the gap between the highest and lowest performing subgroups i.e. black first in family students and white non-first in family students.



4. Longitudinal analysis of access and student outcomes by characteristic

In this section, two key student characteristics – ethnicity and entry qualifications – are examined over time in order to establish where gaps in access and outcomes exist, and whether these gaps have narrowed, increased or remained steady over the time period. This analysis is based on data that can be explored in the associated APP Dashboard. The details of the years of data used are presented in Table 3.

Table 3. Years of OfS and internal data used in longitudinal analysis.

Measure	OfS data	Internal data	Notes
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Access	Entrants in 2016/17 – 2021/22	Entrants in 2022/23	Based on the submitted 2022/23 HESA Student Record.
Continuation	Entrants in 2015/16 – 2020/21	Entrants in 2021/22	Based on the submitted 2022/23 HESA Student Record and entrants in 2022/23 based SRS data. Transfer students cannot be removed from the internal continuation calculations, as their exact numbers are unknown. Instead, a ‘transfer uplift’ is applied which accounts for the impact of these unknown numbers. The uplift is equal to the average impact of excluding transfer rates on the continuation rates for the most recent four years of OfS data.
Completion	Entrants in 2012/13 – 2017/18	Entrants in 2018/19	Based on the submitted 2022/23 HESA Student Record and entrants in 2019/20 based SRS data. A transfer uplift is applied in the same way as for the continuation measure.
Attainment	Qualifiers in 2016/17 – 2021/22	Qualifiers in 2022/23	Based on the submitted 2022/23 HESA Student Record.
Progression	Qualifiers in 2017/18 – 2020/21	Qualifiers in year 2021/22	Based on Roehampton internally available data from the 2022/23 Graduate Outcomes Survey.

4.1 Ethnicity

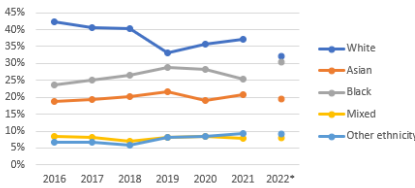
This section examines the variation in student outcomes between different ethnic groups, both at the level of broad groupings (white, Asian, black, mixed and other ethnicity) and more detailed groupings. The more detailed analysis is currently only available for the years covered by the official OfS dataset. When examining the more detailed groupings it is important to consider the small numbers of student included in some of the groups and treat an observed trends with caution.

4.1.1 Access

Asian, black, mixed and other ethnicity students (AMBO) are well represented at Roehampton, together accounting for 68% of entrants in the internal data from 2022/23 and 64% of entrants in the aggregated data from the last four years of official data (Figure 13). This is over 30pp higher than in the sector level of 33%. Black students are particularly well represented, accounting for 27% of entrants, compared to 10% in the sector whilst Asian students account for 20% of our entrants, compared to 15% in the sector. Mixed and other ethnicity students both account for 8% of Roehampton’s entrants, higher than the 5% and 3% seen in the sector. Roehampton has seen a gradual increase in ABMO students over the time period from a 58% in 2016/17 to 68% in 2022/23.

Figure 13. Access rates by ethnic group between 2016/17 and 2022/23. Data from the latest year is based on internal sources. Red-green colour shading indicates relative contribution to the population, with green indicating a larger and red a smaller contribution.

Access rate by Ethnicity



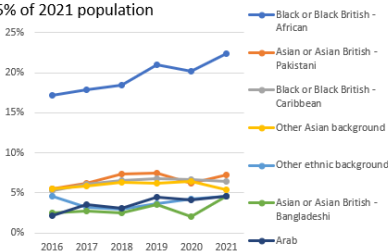
Ethnicity	FPE							Percentage of entrants							Four year aggregate (2018-2021)		
	2016	2017	2018	2019	2020	2021	2022*	2016	2017	2018	2019	2020	2021	2022*	UoR	Sector	Gap to sector
White	938	870	738	663	683	591	570	42%	41%	40%	33%	36%	37%	32%	36%	67%	-30%
Asian	416	412	372	436	362	328	347	19%	19%	20%	22%	19%	21%	20%	20%	15%	+5%
Black	526	536	485	577	538	401	543	24%	25%	26%	29%	28%	25%	31%	27%	10%	+17%
Mixed	185	174	131	166	163	123	147	8%	8%	7%	8%	9%	8%	8%	5%	5%	+3%
Other ethnicity	151	145	110	163	160	146	166	7%	7%	6%	8%	8%	9%	9%	8%	3%	+5%
ABMO	1,278	1,267	1,098	1,342	1,223	998	1,203	58%	59%	60%	67%	64%	63%	68%	64%	33%	+30%
Gap to white:																	
Asian								-24%	-21%	-20%	-11%	-17%	-17%	-13%	-16%	-52%	
Black								-19%	-16%	-14%	-4%	-8%	-12%	-2%	-9%	-56%	
Mixed								-34%	-33%	-33%	-25%	-27%	-29%	-24%	-29%	-61%	
Other ethnicity								-36%	-34%	-34%	-25%	-27%	-28%	-23%	-29%	-64%	
ABMO								+15%	+19%	+20%	+34%	+28%	+26%	+36%	+27%	-33%	

Looking at the more detailed ethnic groupings, the most well represented group after white students is ‘Black or Black British – African’, accounting for 20% of students in the four-year aggregate data and experiencing a notable increase over the time period, from 17% of entrants in 2016/17 to 22% in the latest three years of data. All other groups account for less than 10% each. Amongst the Asian groups, those of Pakistani origin are the best represented, accounting for 7% of entrants (Figure 14).

Figure 14. Access rates by detailed ethnic group between 2016/17 and 2021. Red-green colour shading indicates relative contribution to the population, with green indicating a larger and red a smaller contribution.

Access rate by Ethnicity (detailed)

AMBO ethnic groups accounting for at least 5% of 2021 population



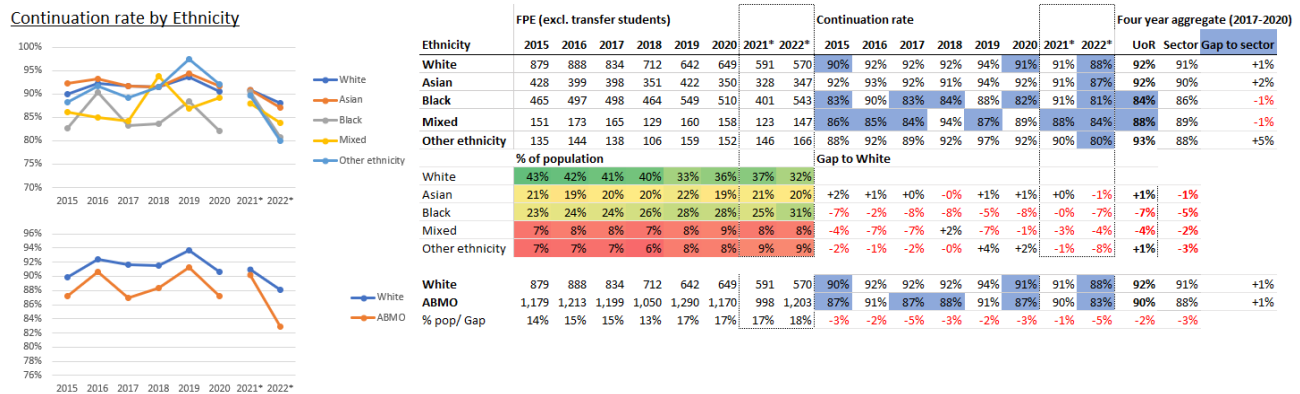
Ethnicity (detailed)	FPE							Percentage of entrants							Four year aggregate (2018-2021)	
	2016	2017	2018	2019	2020	2021	2021	2016	2017	2018	2019	2020	2021	Acc Rate		
White	938	870	738	663	683	490	490	42%	41%	40%	33%	36%	31%	35%		
Black or Black British - African	380	382	338	420	385	350	350	17%	18%	18%	21%	20%	22%	20%		
Asian or Asian British - Pakistani	122	133	135	149	119	113	113	6%	6%	7%	7%	6%	7%	7%		
Black or Black British - Caribbean	117	130	120	136	127	101	101	5%	6%	7%	7%	7%	6%	7%		
Other Asian background	123	126	116	124	123	85	85	6%	6%	6%	6%	6%	5%	6%		
Other ethnic background	102	69	54	73	81	72	72	5%	3%	3%	4%	4%	5%	4%		
Asian or Asian British - Bangladeshi	56	59	47	70	39	72	72	3%	3%	3%	3%	2%	5%	3%		
Arab	48	76	56	90	78	71	71	2%	4%	3%	4%	4%	5%	4%		
Other mixed background	69	68	53	56	64	60	60	3%	3%	3%	3%	3%	4%	3%		
Asian or Asian British - Indian	101	87	71	88	75	55	55	5%	4%	4%	4%	4%	4%	4%		
Mixed - White and Black Caribbean	56	36	40	48	46	31	31	3%	2%	2%	2%	2%	2%	2%		
Other Black background	29	24	27	21	26	22	22	1%	1%	1%	1%	1%	1%	1%		
Mixed - White and Black African	29	34	18	35	26	20	20	1%	2%	1%	2%	1%	1%	1%		
Mixed - White and Asian	31	36	20	27	27	17	17	1%	2%	1%	1%	1%	1%	1%		
Chinese	14	7	3	5	6	7	7	1%	0%	0%	0%	0%	0%	0%		

4.1.2 Continuation

Based on the four-year aggregate, white and Asian Roehampton students continue at a rate of 92%, slightly higher than the sector rates for these groups, of 91% and 90%. The rate for black students is 84%, 4pp below the rate of white Roehampton students and 1pp below the sector rate for black students. The variation in continuation rates between ethnicities is significant ($\chi^2(4) = 93.08, p < 0.00001$). The black to white continuation gap has varied considerably over the time period, with a high of 8pp in 2017/18, 2018/19 and 2020/21 and a low of 0pp in 2021/22. The data for mixed and other ethnicity students is variable, with other

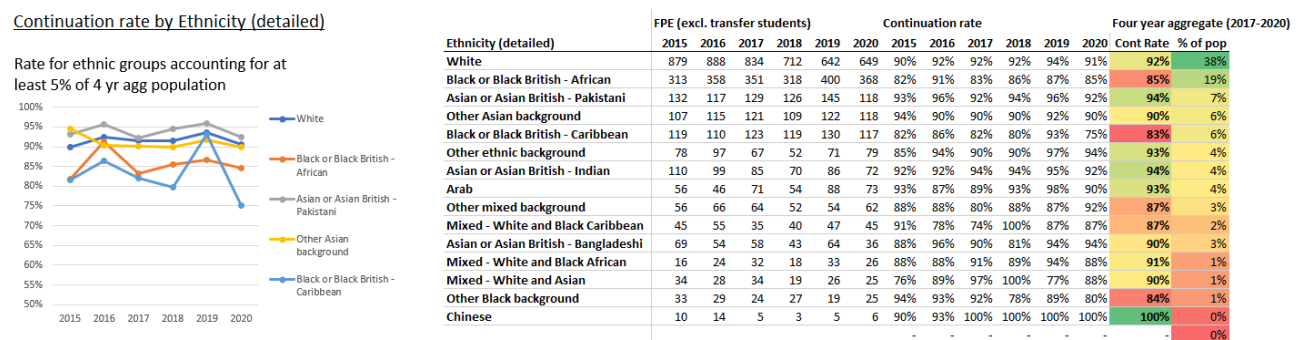
ethnicity students generally continuing at a similar rate to white students and mixed students continuing at a rate, on aggregate, 4pp below white students (Figure 15).

Figure 15. Continuation rates by ethnic group between 2015/16 and 2022/23. Data from the latest two years is based on internal sources. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.



The low continuation rate of black students is not restricted to a specific group but rather found in each of the specific groups, with 85% for black African students, 83% for black Caribbean and 84% for students of other black backgrounds. The continuation rates of the different Asian groups are also similar, ranging between 90%, for Asian Bangladeshi and Other Asian students, and 94%, for Asian Pakistani and Indian students. The lowest continuation rate of the time series, of 75%, is experienced by black Caribbean students in 2020/21 (Figure 16).

Figure 16. Continuation rates by detailed ethnic group between 2015/16 and 2020/21. Red-green colour shading indicates relative contribution to the population.



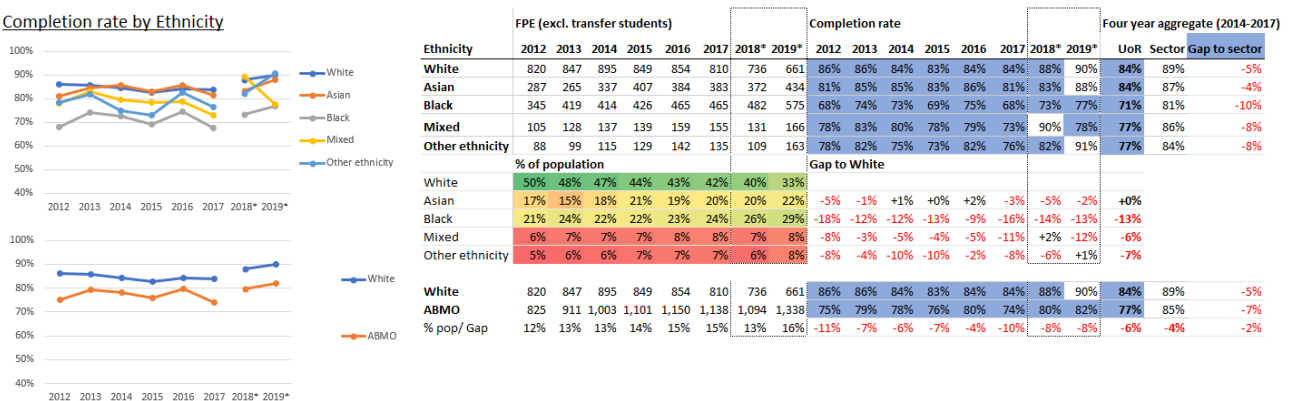
4.1.3 Completion

Based on the four-year aggregate, white and Asian Roehampton students complete at a rate of 84%, 5pp and 4pp below the sector rates for these groups, of 89% and 87%. The rate for

black students is 71%, 13pp below the rate of white Roehampton students and 10pp below the sector rate for black students the sector . The black to white continuation gap has varied over the time period, with a high of 18pp in 2012/13, and a low of 9pp in 2016/17. The data for mixed and other ethnicity students is variable, with both groups generally completing at a lower rate than white and Asian students but a higher rate than black students (Figure 17).

Figure 17. Completion rates by ethnic group between 2012/13 and 2019/20. Data from the latest two years is based on internal sources. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

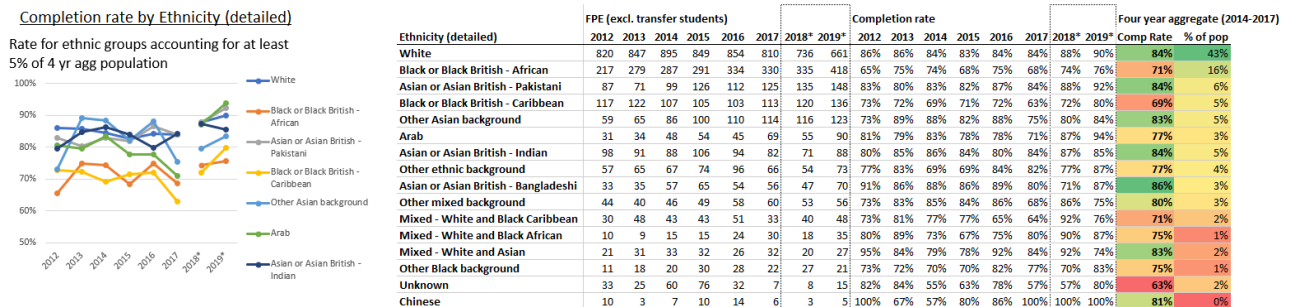
Completion rate by Ethnicity



As with the continuation data, the low completion rates of black students are present in both black African and Caribbean students, with 71% and 69% respectively. The Asian groups also experience similar levels with 84% for Pakistani, 84% for Indian and 86% for Bangladeshi students (Figure 18).

Figure 18. Completion rates by detailed ethnic group between 2012/13 and 2019/20. Data from the latest two years is based on internal sources. Red-green colour shading indicates relative contribution to the population.

Completion rate by Ethnicity (detailed)



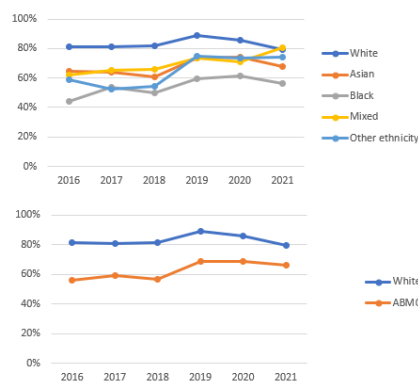
4.1.4 Attainment

There is a considerable and persistent attainment gap between Roehampton's white students and those from other ethnic groups. Only 57% of Roehampton's black students

were awarded a first or 2:1 in the latest four years of official data, compared to 84% of white Roehampton students and 64% of black students in the sector. Roehampton's Asian students had an attainment rate of 69%, 15pp below Roehampton's white 7pp below Asian students in the sector. Roehampton's mixed and other ethnicity students also perform worse than white students and their counterparts in the sector. The gaps do appear to have reduced slightly over the time period, with black to white gap reducing from 37pp in 2016/17 to 23pp in 2021/22 and the white to Asian gap reducing from a high of 21pp in 2018/19 to a 1pp in the latest two years (Figure 19).

Figure 19. Attainment rates by ethnic group between 2016/17 and 2021/22. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Attainment rate by Ethnicity



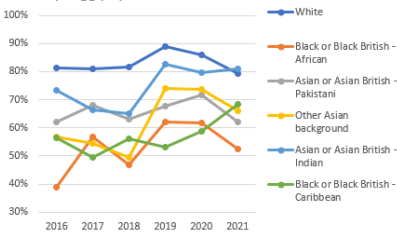
Ethnicity	FPE						Attainment rate						Four year aggregate (2017-2020)				
	2016	2017	2018	2019	2020	2021	2022*	2016	2017	2018	2019	2020	2021	2022*	UoR	Sector	Gap to sector
White	750	703	737	612	612	501		81%	81%	82%	89%	86%	79%		84%	84%	-0%
Asian	272	328	312	260	288	311		65%	64%	61%	74%	74%	68%		69%	76%	-7%
Black	277	283	317	252	304	303		44%	54%	50%	60%	62%	56%		57%	64%	-7%
Mixed	108	100	100	88	93	93		62%	65%	66%	74%	71%	81%		73%	81%	-8%
Other ethnicity	83	76	90	92	107	102		59%	53%	54%	75%	74%	75%		70%	73%	-3%
% of population							Gap to White										
White	50%	47%	47%	47%	44%	38%											
Asian	18%	22%	20%	20%	21%	24%		-17%	-17%	-21%	-15%	-11%	-11%		-15%	-9%	
Black	19%	19%	20%	19%	22%	23%		-37%	-27%	-32%	-29%	-24%	-23%		-27%	-20%	
Mixed	7%	7%	6%	7%	7%	7%		-19%	-16%	-16%	-15%	-15%	+1%		-11%	-4%	
Other ethnicity	6%	5%	6%	7%	8%	8%		-22%	-28%	-27%	-14%	-12%	-5%		-14%	-11%	
White	750	703	737	612	612	501		81%	81%	82%	89%	86%	79%		84%	84%	-0%
ABMO	740	787	819	692	792	809		56%	59%	57%	69%	69%	66%		68%	73%	-5%
% pop/ Gap	13%	12%	12%	14%	14%	15%		-25%	-22%	-25%	-20%	-17%	-13%		-16%	-11%	

The second largest, specific ethnic grouping, black African students, have the lowest attainment rate of just 55% followed by black Caribbean students with 59%. Both of these groups have seen some improvement over the time period from lows of 39% and 49% for these groups in the first two years of the time period to highs of 62% and 68% the latest two years. There is some variability in the performance of different Asian groups, with a four-year aggregate rate of 76% for Asian Indian students compared to 66% for Asian Pakistani students (Figure 20).

Figure 20. Attainment rates by detailed ethnic group between 2012/13 and 2019/20. Data from the latest two years is based on internal sources. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Attainment rate by Ethnicity (detailed)

Rate for ethnic groups accounting for at least 5% of 4 yr agg population



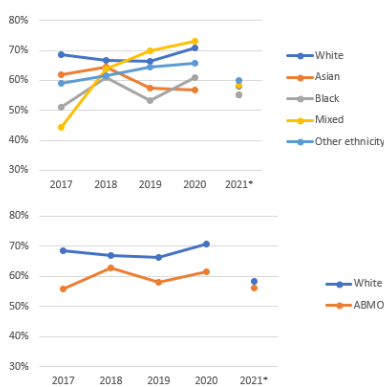
Ethnicity (detailed)	FPE					Attainment rate						Four year aggregate (2017-2020)		
	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021	Att Rate	% of pop
White	750	703	737	612	612	501	81%	81%	82%	89%	86%	79%	84%	43%
Black or Black British - African	185	192	224	176	222	225	39%	57%	47%	62%	62%	52%	55%	15%
Asian or Asian British - Pakistani	82	97	92	84	113	111	62%	68%	63%	68%	72%	62%	66%	7%
Other Asian background	65	81	77	81	72	88	57%	54%	49%	74%	74%	66%	66%	6%
Asian or Asian British - Indian	75	89	86	52	64	63	73%	66%	65%	83%	80%	81%	76%	5%
Black or Black British - Caribbean	76	79	80	66	68	63	57%	49%	56%	53%	59%	68%	59%	5%
Other ethnic background	49	30	57	48	59	55	57%	53%	51%	79%	78%	76%	71%	4%
Arab	34	45	32	44	48	47	62%	53%	59%	70%	69%	72%	68%	3%
Asian or Asian British - Bangladeshi	47	51	48	37	34	46	68%	63%	67%	70%	71%	65%	68%	3%
Other mixed background	41	41	46	25	36	33	66%	63%	61%	64%	69%	70%	66%	2%
Mixed - White and Black Caribbean	28	29	23	23	23	26	64%	66%	70%	70%	78%	85%	76%	2%
Unknown	30	17	27	28	21	33	60%	71%	74%	82%	81%	64%	74%	2%
Mixed - White and Asian	28	20	17	21	21	21	68%	60%	82%	90%	67%	95%	84%	1%
Mixed - White and Black African	11	10	14	19	13	13	27%	80%	57%	74%	69%	77%	69%	1%
Other Black background	16	12	13	10	14	15	44%	33%	62%	60%	71%	67%	65%	1%
Chinese	3	10	9	6	5	3	33%	90%	67%	100%	100%	100%	87%	0%

4.1.5 Progression

57% of Roehampton’s black graduates progressed to graduate level destinations compared to 68% of white graduates, a 11pp gap which is substantially larger than the 4pp gap found in the sector. Similarly, Roehampton’s Asian students fair worse at Roehampton than in the sector with a 61% progression rates, 7pp below Roehampton white students and 9pp below Asian students in the sector. The internal data from the latest year suggests a drop in progression rate across the board but a much larger drop for white (-13pp) than for Asian (-2pp) and black (-6pp) students. The effect of this is that the gap between white and ABMO students has reduced to just 2pp in the latest year (Figure 21).

Figure 21. Progression rates by ethnic group between 2017/18 and 2021/22. Data from the latest year is based on internal sources. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Progression rate by Ethnicity



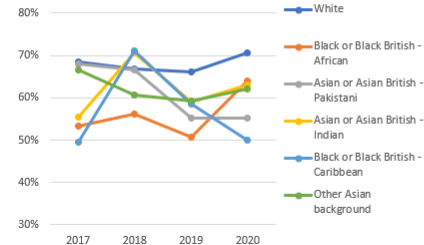
Ethnicity	FPE					Progression rate					Four year aggregate (2017-2020)			YoY change
	2017	2018	2019	2020	2021*	2017	2018	2019	2020	2021*	UoR	Sector	Gap to sector	2020 to 21
White	354	401	315	273	226	69%	67%	66%	71%	58%	68%	74%	-6%	-13%
Asian	181	180	134	129	145	62%	64%	58%	57%	55%	61%	70%	-9%	-2%
Black	163	191	125	139	144	51%	61%	53%	61%	55%	57%	69%	-12%	-6%
Mixed	44	58	38	46	49	44%	64%	70%	73%	58%	63%	73%	-10%	-15%
Other ethnicity	23	45	35	42	50	59%	62%	64%	66%	60%	63%	70%	-7%	-6%
% of population						Gap to White								
White	46%	46%	49%	43%	37%	-7%	-2%	-9%	-14%	-3%	-7%	-4%		
Asian	24%	21%	21%	21%	24%	-17%	-6%	-13%	-10%	-3%	-11%	-4%		
Black	21%	22%	19%	22%	23%	-24%	-3%	+4%	+2%	+0%	-5%	-1%		
Mixed	3%	5%	5%	7%	8%	-10%	-5%	-2%	-5%	+2%	-5%	-4%		
Other ethnicity	3%	5%	5%	7%	8%	-10%	-5%	-2%	-5%	+2%	-5%	-4%		
White	354	401	315	273	226	69%	67%	66%	71%	58%	68%	74%	-6%	-13%
ABMO	411	474	332	356	388	56%	63%	58%	62%	56%	61%	70%	-9%	-5%
% pop/ Gap	9%	12%	11%	14%	16%	-13%	-4%	-8%	-9%	-2%	-7%	-3%		

Black African and Caribbean students progress at a similar rate (56% and 57% respectively) as to Asian Pakistani and Indian students (both 62%). Asian Bangladeshi students have a notably lower rate, of 55%, but the small numbers (18-31 students per year) and large year-on-year (44-61%) variation should be noted.

Figure 22. Progression rates by detailed ethnic group between 2017/18 and 2020/21. Data from the latest two years is based on internal sources. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Progression rate by Ethnicity (detailed)

Rate for ethnic groups accounting for at least 5% of 4 yr agg population



Ethnicity (detailed)	FPE				Progression rate				Four year aggregate (2017-2020)	
	2017	2018	2019	2020	2017	2018	2019	2020	Prog Rate	% of pop
White	354	401	315	273	69%	67%	66%	71%	68%	46%
Black or Black British - African	109	141	91	99	53%	56%	51%	64%	56%	15%
Asian or Asian British - Pakistani	53	52	39	49	68%	66%	55%	55%	62%	7%
Asian or Asian British - Indian	47	49	28	32	56%	71%	59%	63%	62%	5%
Black or Black British - Caribbean	47	41	29	32	49%	71%	59%	50%	57%	5%
Other Asian background	48	43	44	29	67%	61%	59%	62%	62%	6%
Other ethnic background	7	29	19	26	65%	50%	61%	65%	59%	3%
Other mixed background	14	24	9	21	64%	75%	89%	74%	74%	2%
Asian or Asian British - Bangladeshi	27	31	18	18	56%	57%	61%	44%	55%	3%
Arab	16	15	16	16	56%	81%	69%	66%	68%	2%
Mixed - White and Black Caribbean	15	12	13	14	47%	67%	77%	75%	66%	2%
Other Black background	7	9	5	8	29%	89%	70%	69%	66%	1%
Mixed - White and Asian	12	11	8	8	30%	55%	63%	75%	53%	1%
Mixed - White and Black African	3	11	8	3	0%	45%	44%	52%	40%	1%
Chinese	6	5	5	1	50%	60%	40%	0%	47%	1%

4.2 Entry qualifications

The eight entry qualifications groupings used in the following analysis are based on OfS definition used for benchmarking and based on grouping together what are considered to be roughly equivalent entry qualification types and grades.

4.2.1 Access

23% of Roehampton's students, based on the four-year aggregate data, enter with BTECs of DDM or lower. Mixed qualifications are also common with 14% entering with two A-levels and 1 BTEC (or A-levels of DDD or lower) and 10% entering with one A-level and two BTECs (or BTEC at DDD). 13% enter via an Access or foundation course (or very low tariff points). Very few students enter with the two highest bands of A-level grades (Figure 23).

Figure 23. Access rates by entry qualification type between 2016/17 and 2022/23. Red-green colour shading indicates relative contribution to the population, with green indicating a larger and red a smaller contribution.

Access rate by Entry qual group

Entry qual group	FPE						Percentage of entrants						Four year aggregate (2018-2021)	
	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021	Acc Rate	
A-levels (AAA or higher)	7	7	5	9	9	13	0%	0%	0%	1%	1%	1%	0%	
A-levels (ABB or higher)	34	29	23	31	48	37	2%	2%	1%	2%	3%	3%	2%	
A-levels (BCC or higher) or international baccalaureate	298	238	185	158	190	144	15%	12%	12%	9%	12%	11%	9%	
A-levels (CDD or higher)	434	357	255	257	172	109	22%	19%	17%	15%	11%	8%	11%	
A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	338	298	257	319	246	232	17%	16%	17%	19%	16%	18%	14%	
BTECs (at least DDD), or one A-level and two BTECs	237	262	190	202	206	157	12%	14%	12%	12%	13%	12%	10%	
BTECs (DDM or lower)	416	524	406	476	450	381	21%	27%	26%	28%	28%	29%	23%	
Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	193	195	213	233	265	237	10%	10%	14%	14%	17%	18%	13%	

4.2.2 Continuation

The lowest continuation rates are experienced by students entering with BTECs (84%) or from Access courses (87%). These are a lot lower than rates seen by students entering with A-levels only or a mix of A-levels and BTECs, which range between 90 and 100% (Figure 24)

Figure 24. Continuation rates by entry qualification type between 2015/16 and 2020/21. Red-green colour shading indicates relative contribution to the population.

Continuation rate by Entry qual group	Entry qual group	FPE (excl. transfer students)						Continuation rate						Four year aggregate (2017-2020)		
		2015	2016	2017	2018	2019	2020	2015	2016	2017	2018	2019	2020	nt Rate	% of pop	
	A-levels (AAA or higher)	3	6	7	4	8	9	100%	100%	100%	100%	100%	100%	100%	100%	0%
	A-levels (ABB or higher)	49	33	28	21	28	46	96%	97%	93%	86%	93%	91%	91%	2%	
	A-levels (BCC or higher) or international baccalaureate	235	276	231	178	150	181	92%	95%	98%	97%	94%	93%	96%	12%	
	A-levels (CDD or higher)	416	411	344	249	251	165	94%	94%	93%	95%	96%	95%	94%	16%	
	A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	339	324	280	252	309	236	89%	95%	92%	94%	97%	91%	94%	17%	
	BTECs (at least DDD), or one A-level and two BTECs	230	224	250	182	191	200	90%	88%	90%	90%	92%	89%	90%	13%	
	BTECs (DDM or lower)	406	388	489	380	455	423	81%	86%	80%	83%	87%	85%	84%	27%	
	Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	236	187	186	203	227	249	89%	88%	86%	86%	88%	88%	87%	13%	

4.2.3 Completion

The lowest completion rates are also seen by students entering with BTECs (64%) followed by Access courses (73%). These are a lot lower than rates seen by students entering with A-levels only or a mix of A-levels and BTECs, which range between 82 and 93% (Figure 25).

Figure 25. Completion rates by entry qualification type between 2012/13 and 2019/20. Data from the latest two years is based on internal sources. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Completion rate by Entry qual group	Entry qual group	FPE (excl. transfer students)						Completion rate						Four year aggregate (2014-2017)					
		2012	2013	2014	2015	2016	2017	2018*	2019*	2012	2013	2014	2015	2016	2017	2018*	2019*	Comp Rate	% of pop
	A-levels (AAA or higher)	10	6	4	3	6	7	5	9	100%	100%	50%	100%	100%	86%	87%	96%	85%	0%
	A-levels (ABB or higher)	49	63	52	48	32	27	23	31	94%	97%	90%	96%	94%	93%	85%	81%	93%	2%
	A-levels (BCC or higher) or international baccalaureate	304	312	298	233	267	227	185	158	92%	92%	91%	90%	92%	95%	96%	91%	92%	15%
	A-levels (CDD or higher)	353	374	374	405	399	334	254	256	86%	87%	90%	86%	86%	87%	93%	95%	87%	21%
	A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	219	234	294	320	315	273	257	317	81%	81%	84%	81%	87%	82%	88%	92%	84%	17%
	BTECs (at least DDD), or one A-level and two BTECs	143	158	189	215	210	236	190	201	82%	82%	77%	82%	83%	84%	86%	86%	82%	12%
	BTECs (DDM or lower)	197	263	325	372	357	455	403	474	63%	71%	67%	63%	68%	61%	70%	74%	64%	21%
	Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	212	201	215	222	177	177	213	233	74%	81%	73%	74%	74%	71%	78%	80%	73%	11%

4.2.4 Attainment

Only 49% of students entering with BTECs attained a first or 2:1, compared to 94% of students with A-levels of BCC or higher. Students from Access courses and those with one A-level and two BTECs also performed, with relatively poorly, with 69% and 64% respectively (Figure 26).

Figure 26. Attainment rates by entry qualification type between 2016/17 and 2021/22. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Attainment rate by Entry qual group	FPE						Attainment rate						Four year aggregate (2017-2020)	
	2016	2017	2018	2019	2020	2021	2016	2017	2018	2019	2020	2021	Att Rate	% of pop
A-levels (AAA or higher)	4	1	6	7	3	8	100%	100%	100%	100%	100%	88%	96%	0%
A-levels (ABB or higher)	44	46	34	24	17	20	98%	98%	94%	100%	100%	100%	98%	2%
A-levels (BCC or higher) or international baccalaureate	269	220	243	206	164	128	90%	88%	93%	93%	93%	95%	94%	13%
A-levels (CDD or higher)	324	336	340	266	241	201	78%	80%	78%	89%	87%	86%	84%	18%
A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	241	232	266	201	222	238	63%	69%	64%	80%	81%	78%	75%	16%
BTECs (at least DDD), or one A-level and two BTECs	149	161	160	181	174	137	54%	61%	57%	69%	66%	62%	64%	11%
BTECs (DDM or lower)	195	220	213	202	244	238	42%	46%	43%	54%	55%	42%	49%	16%
Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	155	180	130	110	147	166	59%	63%	58%	80%	76%	66%	69%	10%

4.2.5 Progression

Only 59% of students entering with BTECs attained a first or 2:1, compared to 69-78% of students with A-levels of BCC or higher. Students from Access courses and those with mixed qualifications also performed relatively poorly, with 61-64% (Figure 27).

Figure 27. Progression rates by entry qualification type between 2017/18 and 2020/21. Red-green colour shading indicates relative contribution to the population. Blue shading indicates continuation rates than are below the sector value for that group.

Progression rate by Entry qual group	FPE				Progression rate				Four year aggregate (2017-2020)	
	2017	2018	2019	2020	2017	2018	2019	2020	Prog Rate	% of pop
A-levels (AAA or higher)	1	2	4	2	100%	50%	75%	100%	78%	0%
A-levels (ABB or higher)	27	20	13	11	71%	80%	62%	64%	71%	3%
A-levels (BCC or higher) or international baccalaureate	113	138	117	77	65%	68%	71%	72%	69%	17%
A-levels (CDD or higher)	179	193	132	115	63%	65%	61%	65%	64%	24%
A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	112	133	95	100	62%	69%	61%	63%	64%	17%
BTECs (at least DDD), or one A-level and two BTECs	69	83	83	75	60%	57%	62%	66%	61%	12%
BTECs (DDM or lower)	96	115	97	95	57%	55%	56%	67%	59%	16%
Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	94	79	58	62	63%	70%	58%	65%	64%	11%

5. Full results of statistical tests

Table 5. Student access and outcome rates by student group, for ethnicity and IMD quintile. Results of Chi-square tests are also presented with p values that are significant at $p < 0.00025$ indicated in bold.

Characteristic	Outcome	Rates of each group					Chi-square test results		
		White	Asian	Black	Mixed	Other	X2	DF	P
Ethnicity	Access	35%	21%	28%	8%	8%			
	Continuation	92%	92%	84%	88%	93%	92.74	4	<0.0001

	Completion	83%	83%	71%	78%	77%	133.68	4	<0.0001
	Attainment	84%	69%	57%	73%	70%	324.88	4	<0.0001
	Progression	68%	61%	57%	63%	63%	25.59	4	<0.0001
		IMD Q1	IMD Q2	IMD Q3	IMD Q4	IMD Q5	X2	DF	P
IMD quintile	Access	20%	32%	22%	14%	12%			
	Continuation	90%	88%	89%	92%	93%	25.49	4	<0.0001
	Completion	72%	78%	81%	83%	84%	87.73	4	<0.0001
	Attainment	64%	69%	76%	79%	85%	146.39	4	<0.0001
	Progression	56%	63%	65%	66%	67%	16.48	4	0.0024

Table 4. Student access and outcome rates by student group, for binary variables. Results of Chi-square tests are also presented with p values that are significant at $p < 0.00025$ indicated in bold.

Characteristic	Outcome	Rates of two groups			Chi-square test results		
		Rate 1	Rate 2	Gap	X2	DF	P
Age	Access	27%	73%				
(Mature vs Young)	Continuation	85%	91%	-6%	70.95	1	<0.0001
	Completion	72%	81%	-9%	66.92	1	<0.0001
	Attainment	74%	73%	+1%	0.60	1	0.4372
	Progression	66%	63%	+3%	1.38	1	0.2404
Entry quals	Access	28%	27%				
(BTEC vs A-level)	Continuation	84%	95%	-11%	115.81	1	<0.0001
	Completion	64%	89%	-25%	381.50	1	<0.0001
	Attainment	49%	89%	-40%	538.51	1	<0.0001
	Progression	59%	66%	-8%	7.33	1	0.0068
Care experience	Access	1%	99%				
(yes vs no)	Continuation	85%	90%	-5%	1.84	1	0.1751
	Completion	69%	80%	-10%	4.60	1	0.0321
	Attainment	66%	73%	-8%	1.18	1	0.2777

	Progression	54%	63%	-10%	1.01	1	0.3145
First in family	Access	60%	40%				
(yes vs no)	Continuation	90%	92%	-2%	2.61	1	0.1062
	Completion	81%	84%	-3%	6.78	1	0.0092
	Attainment	73%	78%	-4%	9.49	1	0.0021
	Progression	62%	68%	-5%	6.24	1	0.0125
FSM eligibility	Access	41%	59%				
(yes vs no)	Continuation	88%	92%	-4%	23.48	1	<0.0001
	Completion	74%	84%	-10%	86.86	1	<0.0001
	Attainment	63%	78%	-16%	127	1	<0.0001
	Progression	57%	65%	-8%	14.47	1	0.0001
Deprivation	Access	52%	48%				
(IMD Q1&2 vs IMD Q3-5)	Continuation	89%	91%	-2%	9.96	1	0.0016
	Completion	76%	83%	-7%	60.77	1	<0.0001
	Attainment	67%	79%	-13%	117.66	1	<0.0001
	Progression	60%	66%	-6%	10.11	1	0.0015
Sex	Access	34%	66%				
(Male vs Female)	Continuation	87%	91%	-4%	34.13	1	<0.0001
	Completion	71%	83%	-13%	184.81	1	<0.0001
	Attainment	69%	75%	-6%	19.57	1	<0.0001
	Progression	63%	63%	-1%	0.05	1	0.8153
Disability	Access	17%	83%				
(declared vs none)	Continuation	91%	89%	+2%	2.45	1	0.1172
	Completion	79%	79%	-1%	0.01	1	0.9225
	Attainment	78%	72%	+6%	19.24	1	<0.0001
	Progression	64%	63%	+1%	0.52	1	0.4699

Table 6. Continuation rates for subgroups of ethnicity and other characteristics. Max gap represents the gap between the highest and lowest performing subgroups i.e. black male students and white female students. Results of Chi-square tests are also presented with p values that are significant at $p < 0.00025$ indicated in bold.

Second characteristic	Continuation rate							Gap to white			Chi-square results		
	White	Asian	Black	Mixed	Other	ABMO	All	Asian	Black	Max	X2	DF	P
All	92%	92%	84%	88%	93%	89%	90%	1%	-7%		92.74	4	0.0000
Male	92%	87%	80%	88%	91%	84%	87%	-4%	-12%		56.48	4	0.0000
Female	92%	95%	87%	89%	94%	91%	91%	3%	-5%	-12%	46.58	4	0.0000
<i>Gap</i>	0%	-7%	-8%	-1%	-2%	-6%	-4%						
FSM eligible	89%	92%	83%	91%	92%	84%	88%	4%	-5%		33.40	4	0.0000
Not FSM eligible	93%	93%	85%	90%	97%	84%	92%	1%	-7%	-9%	42.83	4	0.0000
<i>Gap</i>	-4%	-1%	-2%	2%	-6%	0%	-4%						
First in family	91%	92%	85%	91%	93%	89%	90%	1%	-6%		28.70	4	0.0000
Not first in family	93%	94%	88%	90%	95%	91%	92%	0%	-6%	-9%	20.12	4	0.0005
<i>Gap</i>	-3%	-2%	-3%	1%	-1%	-1%	-2%						
Mature	90%	86%	80%	82%	88%	83%	85%	-4%	-10%		26.39	4	0.0000
Young	92%	94%	86%	90%	94%	90%	91%	1%	-6%	-12%	57.95	4	0.0000
<i>Gap</i>	-2%	-8%	-6%	-8%	-6%	-8%	-6%						
BTEC	86%	88%	79%	82%	89%	83%	84%	1%	-8%		21.54	4	0.0002
A-levels	95%	97%	91%	96%	96%	95%	95%	2%	-4%	-16%	12.20	4	0.0159
<i>Gap</i>	-8%	-9%	-12%	-14%	-7%	-12%	-11%						
IMD Q1&2	91%	93%	84%	88%	93%	88%	89%	2%	-6%		49.19	4	0.0000
IMD Q3-5	92%	92%	85%	89%	92%	89%	91%	0%	-8%	-8%	33.89	4	0.0000
<i>Gap</i>	-2%	0%	0%	-1%	1%	-1%	-2%						

Table 7. Completion rates for subgroups of ethnicity and other characteristics. Max gap represents the gap between the highest and lowest performing subgroups i.e. black male students and white

female students. Results of Chi-square tests are also presented with p values that are significant at $p < 0.00025$ indicated in bold.

Second characteristic	Completion rate							Gap to white			Chi-square results		
	White	Asian	Black	Mixed	Other	ABMO	All	Asian	Black	Max	X2	DF	P
All	84%	84%	71%	77%	77%	77%	80%	0%	-12%		133.68	4	0.0000
Male	75%	74%	63%	73%	66%	68%	71%	-2%	-12%		31.01	4	0.0000
Female	88%	88%	76%	79%	81%	81%	84%	0%	-12%	-24%	103.25	4	0.0000
<i>Gap</i>	-12%	-14%	-12%	-6%	-15%	-13%	-13%						
FSM eligible	79%	82%	69%	72%	73%	74%	75%	2%	-10%		30.42	4	0.0000
Not FSM eligible	86%	87%	75%	81%	86%	83%	85%	1%	-10%	-17%	39.41	4	0.0000
<i>Gap</i>	-6%	-6%	-6%	-8%	-13%	-9%	-10%						
First in family	84%	85%	74%	80%	76%	79%	81%	2%	-10%		38.34	4	0.0000
Not first in family	87%	88%	76%	79%	86%	81%	84%	0%	-12%	-13%	43.27	4	0.0000
<i>Gap</i>	-4%	-2%	-1%	0%	-10%	-2%	-3%						
Mature	79%	68%	68%	74%	64%	68%	73%	-11%	-11%		19.76	4	0.0006
Young	85%	85%	73%	78%	79%	79%	82%	1%	-12%	-17%	107.12	4	0.0000
<i>Gap</i>	-6%	-17%	-5%	-4%	-15%	-11%	-9%						
BTEC	66%	72%	58%	67%	69%	64%	65%	6%	-9%		20.20	4	0.0005
A-levels	90%	92%	85%	84%	86%	88%	89%	2%	-5%	-33%	18.84	4	0.0008
<i>Gap</i>	-24%	-20%	-28%	-17%	-17%	-23%	-24%						
IMD Q1&2	80%	82%	71%	73%	76%	75%	76%	2%	-9%		46.66	4	0.0000
IMD Q3-5	85%	86%	73%	82%	78%	81%	83%	0%	-12%	-15%	51.55	4	0.0000
<i>Gap</i>	-5%	-4%	-3%	-9%	-1%	-6%	-7%						

Table 8. Attainment rates for subgroups of ethnicity and other characteristics. Max gap represents the gap between the highest and lowest performing subgroups i.e. black male students and white female students. Results of Chi-square tests are also presented with p values that are significant at $p < 0.00025$ indicated in bold.

Second characteristic	Attainment rate							Gap to white			Chi-square results		
	White	Asian	Black	Mixed	Other	ABMO	All	Asian	Black	Max	X2	DF	P
All	84%	69%	57%	73%	70%	65%	73%	-15%	-27%		350.25	4	0.0000
Male	81%	65%	53%	68%	64%	60%	69%	-16%	-28%		106.29	4	0.0000
Female	85%	71%	59%	75%	72%	67%	75%	-15%	-27%	-33%	239.98	4	0.0000
<i>Gap</i>	-5%	-6%	-6%	-6%	-8%	-6%	-6%						
FSM eligible	76%	64%	52%	63%	64%	58%	63%	-12%	-24%		53.30	4	0.0000
Not FSM eligible	86%	72%	60%	80%	72%	70%	78%	-14%	-26%	-34%	141.51	4	0.0000
<i>Gap</i>	-10%	-8%	-8%	-17%	-7%	-11%	-16%						
First in family	83%	69%	56%	75%	74%	66%	73%	-13%	-26%		113.32	4	0.0000
Not first in family	88%	72%	60%	76%	67%	68%	78%	-16%	-28%	-32%	117.49	4	0.0000
<i>Gap</i>	-6%	-3%	-3%	-1%	7%	-2%	-4%						
Mature	85%	73%	59%	72%	80%	66%	74%	-12%	-26%		67.39	4	0.0000
Young	84%	68%	56%	73%	68%	65%	73%	-15%	-28%	-24%	290.87	4	0.0000
<i>Gap</i>	2%	4%	4%	-1%	11%	1%	1%						
BTEC	66%	48%	35%	49%	51%	43%	49%	-19%	-31%		49.08	4	0.0000
A-levels	91%	88%	78%	89%	86%	85%	89%	-4%	-13%	-56%	29.62	4	0.0000
<i>Gap</i>	-25%	-40%	-43%	-40%	-36%	-42%	-40%						
IMD Q1&2	78%	68%	54%	69%	68%	62%	67%	-10%	-24%		29.62	4	0.0000
IMD Q3-5	87%	70%	64%	76%	73%	70%	80%	-17%	-23%	-33%	143.42	4	0.0000
<i>Gap</i>	-9%	-2%	-10%	-7%	-5%	-8%	-13%						

Table 9. Progression rates for subgroups of ethnicity and other characteristics. Max gap represents the gap between the highest and lowest performing subgroups i.e. black male students and white female students. Results of Chi-square tests are also presented with p values that are significant at $p < 0.00025$ indicated in bold.

	Progression rate	Gap to white	Chi-square results
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Second characteristic	White	Asian	Black	Mixed	Other	ABMO	All	Asian	Black	Max	X2	DF	P
All	68%	61%	57%	63%	63%	60%	63%	-7%	-11%		25.59	4	0.00004
Male	68%	63%	55%	63%	70%	60%	63%	-5%	-13%		10.62	4	0.03116
Female	68%	60%	58%	63%	60%	59%	63%	-8%	-10%	-13%	17.65	4	0.00144
<i>Gap</i>	0%	4%	-3%	0%	10%	1%	0%						
FSM eligible	61%	59%	54%	56%	51%	56%	57%	-2%	-6%		2.79	4	0.59381
Not FSM eligible	68%	63%	60%	58%	73%	62%	65%	-5%	-7%	-13%	8.67	4	0.06978
<i>Gap</i>	-7%	-4%	-6%	-2%	-22%	-6%	-8%						
First in family	66%	61%	54%	62%	66%	59%	62%	-5%	-11%		9.79	4	0.04413
Not first in family	73%	66%	59%	57%	70%	63%	68%	-7%	-13%	-18%	13.51	4	0.00905
<i>Gap</i>	-7%	-5%	-5%	5%	-3%	-4%	-5%						
Mature	71%	70%	55%	79%	80%	62%	66%	-1%	-17%		22.58	4	0.00015
Young	67%	60%	58%	58%	60%	59%	63%	-8%	-9%	-13%	18.28	4	0.00109
<i>Gap</i>	4%	11%	-3%	21%	20%	3%	3%						
BTEC	61%	60%	56%	52%	58%	57%	58%	-1%	-5%		1.43	4	0.83975
A-levels	68%	66%	59%	65%	67%	64%	66%	-2%	-9%	-12%	3.89	4	0.42084
<i>Gap</i>	-7%	-6%	-4%	-14%	-9%	-7%	-8%						
IMD Q1&2	64%	56%	57%	64%	67%	58%	60%	-9%	-7%		9.64	4	0.04696
IMD Q3-5	69%	66%	56%	61%	58%	61%	66%	-4%	-14%	-12%	15.52	4	0.00374
<i>Gap</i>	-5%	-10%	2%	3%	10%	-3%	-6%						

Annex B: Evidence for and evaluation of actions

The table below sets out the evidence underpinning the actions included in this AP Plan and our evaluation intentions.

Activity	Evidence to support initiative	Outputs	Evaluation
Pre-arrival support - calling campaign	<p>The argument for supporting the value of induction into university is so well rehearsed that all universities run some form of intervention. However, having had lengthy discussions with students, via Student Senate, through student representative structures, during student workshops and with the Students' Union, it is clear that some groups would benefit from additional support before the traditional welcome week. We currently carry out pre-arrival work with our students with disabilities and the development of this new intervention has been shaped by the above discussions and by our outcomes data that shows our students with disabilities perform better than those without. Feedback from our disabled students has highlighted how important they find this pre-arrival support.</p>	<p>Named person throughout the year who will be checking on attendance, engagement, and progress, signposting to academic and support services as required.</p> <p>Increased continuation rates for Black students.</p>	<p>% of students reached</p> <p>Satisfaction with support (survey + focus groups)</p> <p>Module pass rates compared with baseline</p> <p>Continuation rates compared with baseline.</p>
Mentoring interventions	<p>Our own findings and HE research findings shows peer mentoring as highly effective in supporting students to navigate and understand university settings, proving a valuable support for enhancing academic and social integration.</p> <p>We have been using peering mentoring as part of our work to closing the attainment gap since beginning our work on RAFA2 in 2017. Throughout the course of the project which centred on student as partners, we deployed a variety of ways working with students and with students working with students, using different implementation modes - groups, individual, face to face, digital, hybrid, targeting student characteristics in the selection and matching process, whilst always designing mentoring programmes around the needs and aspirations of our diverse student cohort.</p>	<p>Extend induction.</p> <p>Encouragement and support around attendance, engagement.</p> <p>Increase new student</p>	<p>Engagement metrics for mentees and mentors</p> <p>Pre and post event surveys</p> <p>Focus groups for detailed</p>

	<p>Reports from these activities have been positive as seen in student feedback comments, improvements in attendance and attainment reported to LTCQ, resulting in the extension of the initial pilots from 2 schools, to online for all (during Covid) to plans for more nuanced provisions focused on student characteristics.</p> <p>Evidence can be found on the RAFA 2 website accessible here:</p> <p>Research shows that mentoring programmes improve psychological wellbeing and a sense of belonging among BAME students, which are essential for their academic and professional success. For example:</p> <p><u>Laura Gehreke, Hannes Schilling, Simone Kauffeld (2024) Effectiveness of peer mentoring in the study entry phase: A systematic review, Review of Education BERA Volume12, Issue1 https://doi.org/10.1002/rev3.3462</u></p> <p>Collings, R, Swanson, V and Watkins, R (2014) The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education. <i>Higher Education</i> (SpringerLink) (ERIC)</p>	<p>involvement in student life,</p> <p>Support building a sense of community and creating a wider support network for new students.</p> <p>Exposure to key messages around attendance, engagement, study tips, strategies for improving grades, early career planning and networking.</p> <p>Improve motivation and signposted as to how to be successful at university.</p> <p>Improved 1st submission rates, module pass rates and</p>	<p>understanding of experience.</p> <p>Pass rates and module marks judged against baseline.</p>
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		module marks for target students compared to relevant comparator group.	
Personalised support and Uplift Project	The work of our Student Education Team has demonstrated that personalised support makes a significant difference to the outcomes of our at risk students. For example, focused work on encouraging students to submit assessment led to a decrease in non-submission rates of 6%, reducing the number of trailing credits impacting on students. In addition, 40% of students who would have dropped out have continued because of a coach intervention. Our evidence regarding the Uplift project is anecdotal as it has been piloted on a small scale to this point. Those students involved in the pilot felt more confident in their academic abilities and performed better in the modules they were being supported through. On this basis, we will bring greater focus on our Black students and/or those entering with BTEC qualifications to support improved performance through greater personalised support..	<p>Improve number of first submissions</p> <p>Develop good study habits, time management.</p> <p>Improve student self-esteem.</p> <p>Improve module pass rates and module marks for target students compared to relevant comparator group.</p> <p>Improve attainment.</p>	<p>First submission and trailing credits judged against baseline</p> <p>First submission and trailing credits judged against engagement with Student Education Coaches</p> <p>Surveys of experience and satisfaction.</p> <p>Awarding gap compared to baseline.</p>

			Pass rates and module marks judged against baseline.
Career mentoring with Graduate Recruitment Bureau	<p>Case studies of formal mentoring programs aimed at final-year business students demonstrated that these programs effectively support students' career aspirations and employability. For example, a mentoring program involving local business directors provided mentees with improved CVs, better interview skills, and valuable networking opportunities. This program successfully supported over 250 students, with notable participation from diverse backgrounds, including BAME and first-generation students</p> <p>Jones, J and Smith, AH (2022) <u><i>A comparative study of formal coaching and mentoring programmes in higher education</i></u> <i>International Journal of Mentoring and Coaching</i></p> <p>Research shows that mentoring programmes improve psychological wellbeing and a sense of belonging among BAME students, which are essential for their academic and professional success.</p> <p>Collings, R, Swanson, V and Watkins, R (2014) The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education. <i>Higher Education</i> (SpringerLink) (ERIC)</p>	<p>Improve confidence amongst those taking part in mentoring.</p> <p>Increase networking opportunities for those taking part.</p> <p>Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.</p>	<p>Pre and post evaluation of intervention</p> <p>Career readiness survey</p> <p>Focus groups for detailed understanding of experience</p> <p>First submission rates, pass rates and module marks in comparison with Black/BTEC students who did not take part.</p>
Student career coaches	<p>The article below outlines how other universities have been using peer-to-peer programmes to enhance their career offer, making sure to recruit students from diverse backgrounds. See article below and some extracts lifted with reference points.</p> <p>https://www.agcas.org.uk/write/MediaUploads/Phoenix/Phoenix_Issue_164_February_2022_-_Students_as_co-creators.pdf</p>	<p>Improve confidence amongst those taking part in mentoring.</p>	<p>Pre and post evaluation of intervention for mentees and mentors.</p>

	<p><i>Talking about the Career Studio Model - Over 50 students have now been a Career Coach, and 31 have now graduated. All our Career Coach alumni were in highly-skilled employment or further study 15 months after graduating (Graduate Outcomes survey data). One aim in developing the Career Coach position was to create a talent pipeline, using the role as inspiration for a long-term career in the sector. This pipeline has become a reality as many Career Coach alumni are now working in a variety of HR, talent management, higher education, and employability roles. The pipeline has advantages for our team, too. The Career Coach alumni that are now working in roles across the sector have enhanced our existing networks and opened up new partnerships for us to develop.</i></p> <p><i>Ref – EMMA MOORE, Director of Careers and Employability Liverpool University, in AGCAS Phoenix Issue 164 February 2022 page 6.</i></p> <p>London Met have worked with students in partnership to create a careers education framework - A deep social mission to transform lives through education has always grounded London Metropolitan University. Our students lead complex lives, working and managing other responsibilities alongside their studies. With a demographic that includes 80% mature students, 64% from Black and minority ethnic communities, and 13% with a disclosed disability, we want students to see themselves reflected in what they learn. This means ensuring our curricula and practice - preparing students for employment and life - align with the principles of equity and are responsive to the challenges facing London and its communities. Incorporating the student voice through collaboration and cocreation has enabled us to develop strategies and challenge practices to understand and meet these divergent needs. The first step in doing so was to involve students in the creation of several frameworks that would guide our overall strategy.</p> <p><i>JONATHAN EASTWOOD, Careers and Employability Service Manager, and NEELAM THAPAR, Head of Careers and Employability, at London Metropolitan University, in AGCAS Phoenix Issue 164 February 2022 page 8.</i></p> <p>Student Career Coordinator (SCC) at Kingston University, student are employed to help the relatability and authenticity the careers offer. When choosing our SCCs, we settled on ten part time positions at twelve hours per week, paid at the undergraduate student rate for the university. We focused on specialist roles tailored to our specific service needs, including content designers, faculty and employer engagement specialists, and information and</p>	<p>Increase work experience opportunities for coaches.</p> <p>Support provided to students by those with shared life experiences.</p> <p>Improve outcomes (progression, continuation, completion and attainment) compared with the students from the same groups who did not participate.</p>	<p>Career readiness survey</p> <p>Focus groups for detailed understanding of experience</p> <p>First submission rates, pass rates and module marks in comparison with Black/BTEC students who did not take part.</p>
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	<p>advice providers. We also worked hard to ensure the students selected were truly representative of a cross section of the university's diverse population: students need to see themselves represented in the career coordinators working with us. By having a diverse mix of students, we have been able to access a stream of live feedback and commentary to help enrich our development of new programmes.</p> <p>MANDY LOVELL, Careers Adviser, and LEWIS SAWYER, Graduate Development Partner Kingston University in AGCAS Phoenix Issue 164 February 2022 page 11.</p>		
<p>Placement opportunities (1000 Black interns, Creative access, Roehampton)</p>	<p>Through our discussions with students and employers, we know that work- related or work experience improves progression rates. Students with such experience are more likely to be shortlisted, interviews and to apply for jobs that they perceives as challenging.</p> <p>Research evidence to support this:</p> <p>Jackson, D. and Tomlinson, M (2021) The relative importance of work experience, extra-curricular and university-based activities on student employability <i>Higher Education Research and Development</i> https://doi.org/10.1080/07294360.2021.1901663</p> <p>Helyer, R and Lee, D (2014) The role of work experience in the future employability of higher education graduates. <i>Higher Education Quarterly</i> https://doi.org/10.1111/hequ.12055</p> <p><u>Evidence from our external collaborators:</u></p> <p><i>1000 black interns:</i> https://www.pwc.co.uk/who-we-are/annual-report/stories/2022/black-talent-black-interns.html</p> <p>https://www.pwc.co.uk/who-we-are/annual-report/stories/2022/black-talent-black-interns.html</p> <p>Case studies found at the following sources, 10,000 Black Interns website or other related sources such as DiversityQ and The DHN (The 10000 Interns Foundation) (DiversityQ) (Diverse Heat Network):</p>	<p>Improve confidence amongst those taking part.</p> <p>Increase work experience opportunities.</p> <p>Support provided to students by those with shared life experiences.</p> <p>Improve outcomes (progression, completion and attainment) compared with the students from the same</p>	<p>Pre and post evaluation of intervention for mentees and mentors.</p> <p>Career readiness survey</p> <p>Focus groups for detailed understanding of experience</p> <p>First submission rates, pass rates and module marks in comparison with Black/BTEC students who did not take part.</p>

	<p>University of Bristol: Through the 10,000 Black Interns program, students like Jessica Eve from the University of Bristol have secured internships at companies such as Unite Students. Jessica's role as a communications intern allowed her to gain valuable experience and network within the company, highlighting the program's effectiveness in providing practical career opportunities and boosting confidence during the recruitment process (Unite Group) .</p> <p>University of Hertfordshire: Andrew Nartey from the University of Hertfordshire interned with Unite Students, focusing on Diversity, Equity, Inclusion, Belonging, and Wellbeing. His experience underscored the importance of such programs in fostering an inclusive work environment and providing early career advantages. Andrew's internship involved working on communication plans and learning about DEIB strategies, further preparing him for a successful career (Unite Group) .</p> <p>London School of Economics (LSE) LSE has taken a proactive role in promoting the "10,000 Black Interns" initiative. The university's career service has collaborated with the program to offer tailored advice and support for Black students. LSE has facilitated networking events and mentorship opportunities with professionals who are part of the initiative. The success of LSE students in securing internships has been highlighted through case studies on the university's website and social media platforms. For detailed information on LSE's involvement and the broader impact of the 10,000 Black Interns initiative, you can refer to the resources provided by the Russell Group and the 10,000 Black Interns Foundation websites (The 10000 Interns Foundation) (The Russell Group) (LSE Information) .</p> <p><u>Creative Access</u></p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • 82% of individuals say CA support has had a significant impact on their career • 84% of interns secure a permanent role in the creative industries 	groups who did not participate.	
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	<ul style="list-style-type: none"> • 90% of individuals say support has increased their optimism about career progression • 94% of employers say DE&I understanding has increased in their organisation <p>Testimonials</p> <p>Through Creative Access I was able to secure my first paid role in the industry with The Times and really get a sense of what it was like to work on the sports desk of a top publication. I was involved in a number of projects and big reads which made it to print which was also very exciting to see.</p> <p>That opportunity then opened doors because having a publication like The Times stood out on my CV, the experiences I had there began to shape my understanding of how journalism works and I made a good impression with people who had left to join The Athletic which put me in good stead for the future.</p> <p>Ref – Student who took part in the programme Ahmed Shooble now Football Journalist. https://creativeaccess.org.uk/individuals-stories/ahmed-shooble-football-journalist/</p>		
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Fees, investments and targets

2025-26 to 2028-29

Provider name: Roehampton University

Provider UKPRN: 10007776

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We provide the following information to prospective students via the website and via their offer letter:
If you are on a multi-year course, e.g. an undergraduate degree, then you should budget for a likely increase of between three and five percent for each year of study with us on the same degree. Any changes for the following academic year will be confirmed by 1 January each year.
<https://www.roehampton.ac.uk/study/fees-and-funding/international-fees-and-financial-support/>

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND		N/A	9250
CertHE/DipHE		N/A	9250
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	9250
Sandwich year		N/A	1500
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Croydon College	10001778	9250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	4625
Foundation degree		N/A	4625
Foundation year/Year 0		N/A	4625
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	4625
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Croydon College	10001778	4625
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Roehampton University

Provider UKPRN: 10007776

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£3,077,000	£3,260,000	£3,456,000	£3,663,000
Financial support (£)	NA	£743,000	£787,000	£835,000	£885,000
Research and evaluation (£)	NA	£90,000	£95,000	£97,000	£100,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£1,077,000	£1,141,000	£1,210,000	£1,283,000
Access activity investment	Post-16 access activities (£)	£1,846,000	£1,956,000	£2,073,000	£2,197,000
Access activity investment	Other access activities (£)	£154,000	£163,000	£173,000	£183,000
Access activity investment	Total access investment (£)	£3,077,000	£3,260,000	£3,456,000	£3,663,000
Access activity investment	Total access investment (as % of HFI)	17.1%	17.1%	17.7%	18.3%
Access activity investment	Total access investment funded from HFI (£)	£3,077,000	£3,260,000	£3,456,000	£3,663,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£687,000	£728,000	£772,000	£818,000
Financial support investment	Fee waivers (£)	£22,000	£23,000	£25,000	£27,000
Financial support investment	Hardship funds (£)	£34,000	£36,000	£38,000	£40,000
Financial support investment	Total financial support investment (£)	£743,000	£787,000	£835,000	£885,000
Financial support investment	Total financial support investment (as % of HFI)	4.1%	4.1%	4.3%	4.4%
Research and evaluation investment	Research and evaluation investment (£)	£90,000	£95,000	£97,000	£100,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.5%	0.5%	0.5%	0.5%

