

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of East London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

University of East London's ambition and strategy as detailed in the 2019-20 access and participation plan:

Our 2019-2020 Access and Participation described our intention to continue to be an engine of social mobility in our subregion and to work to eliminate gaps in equality of opportunity across the whole student lifecycle. Our approach to reduce gaps was increasingly targeted in the access phase, while in the success and progression phase our approach was more inclusive. This was due to a large student body from underrepresented groups, and our intention to continue to improve success and progression outcomes for all our students.

We funded 45 initiatives to ensure that students would receive a range of holistic support for underrepresented groups including information, advice and guidance, mentoring, disability support, career coaching, bursaries, sports projects with local schools to improve aspirations and encourage entrance to Higher Education, academic tutoring, internships and work based learning, and projects that develop the use of Technological Enhanced Learning across the university. During 2019-2020, our projects, initiatives and services engaged with over 35,000 students.

ACCESS

We identified the following priorities to reduce gaps in equality at the Access Phase:

- Increase the percentage of full-time undergraduate entrants in receipt of DSA to meet our existing HESA benchmark whilst maintaining the current higher than benchmark equivalent for part-time.
- Support the needs of care leavers pre-entry and in transition.
- Advance our existing good work to maintain access for students from socio-economically disadvantaged areas (as indicated by IMD deciles 1-4.)
- Maintain our balance of entrants from across the categories of ethnicity whilst also achieving current milestone targets for the number of white working class.

In addition to the above, we also considered student outcomes which indicated that those from some level 3 vocational courses were less likely to complete with good honours, and considered data demonstrating low engagement by college students in our outreach activities. Over the 2019/20 academic year we engaged with students from colleges and schools with student populations that aligned with the target student populations in the Access phase, providing Access opportunities for those from the most underrepresented groups. We worked in partnership with Local Authorities, Widening Participation networks, and schools and colleges networks, as well as targeting schools and colleges based on whether they meet specific criteria. This included being in a borough with high levels of deprivation, having an above average number of children on free school meals or eligible for pupil premium or having a high percentage of pupils from a military family background. (<https://www.uel.ac.uk/about/schools-and-colleges/widening-participation-criteria>).

Students with Disabilities/ Students in receipt of DSA

In the Access phase we aimed to increase the percentage of full-time undergraduate entrants in receipt of DSA (Disabled Students Allowance) to meet our HESA benchmark whilst maintaining the current higher than benchmark equivalent for part-time students. We did this through the expansion of our existing projects for students on the autism spectrum, development of dedicated outreach activity, improved and inclusive general outreach events and summer schools for students with disabilities.

Our work with disabled students was largely conducted through interventions with school and college partnerships aligned to our overarching strategic targeting. Students were identified using a range of widening participation criteria and this included students who had a disability or special educational needs, as well as teamwork with whole classes or year groups in delivering the activities. We also worked with disability groups and forums such as Access HE Disability board.

In March 2020 we delivered on these commitments by supporting the ongoing MSET project, a multidisciplinary, multisensory project involving over 14 primary and secondary schools serving students with a range of disabilities that include SEND, autism, physical and learning disabilities. Our work engaged 141 students with disabilities, reinforcing our aims to improve entry for disabled students into HE.

Throughout 19/20 and continuing into 2020/21, all our virtual open days and live events were made fully accessible and included live autogenerated captions enabled to make content more accessible to those that identify as deaf and hard of hearing, in addition to those that have difficulties with focusing and retaining information.

Our live talks were recorded and able to be watched on demand. They included autogenerated captions with an adjustable pace making content more accessible. In addition, the Student Ambassadors recruited for outreach events were representative and diverse to enable disabled students the opportunity to find out about the support provided as well as providing information about the support services available at UEL.

Support the needs of care leavers pre-entry and in transition

We drew from our existing partnership with Newham and Tower Hamlets Council and worked strategically with these boroughs to raise access opportunities for their Looked After Children. We developed and ran tailored events which engaged care experienced young people and improved our numbers of students from Looked After backgrounds accessing higher

education. In addition, our Access and Outreach activities targeted this group of students through Information Advice and Guidance and Pre-Entry Programmes (New Beginnings). We provided Financial Support via bursaries to care experienced and care leavers to support their transition to Higher Education. Over 250 students in this category benefitted from these funds.

Mature Students

Given the importance of upskilling local populations and the need for all age impartial Careers Education, Information, Advice and Guidance (CEIAG), Our Information, Advice and Guidance (IAG) service was key in delivering on our commitments to support prospective mature students who are often without traditional entry qualifications into Higher Education. We made significant contributions through the provision of our Matrix Accredited IAG service and by May 2020, we had delivered over 5,000 face to face interviews and e-guidance consultations. Our Flagship Pre-Entry Programme, New Beginnings, was expanded in 2019/20 and provided opportunities to re-engage with higher education for hundreds of mature students. Over 250 students were recruited and started in 2019/20. The course recruited from several hard-to-reach groups including 20 students with disabilities and eight care experienced applicants who went on to complete the course. As students who graduate from New Beginnings into university courses perform better than average across retention, attainment, completion and progression metrics, this intervention provided a positive foundation and contribution to improving opportunities for Mature students.

Advance our existing good work to maintain access for students from socio-economically disadvantaged areas (as indicated by IMD deciles 1-4.)/Low Socio-Economic groups/ Low Participation Neighbourhoods

Our strategic partnerships with local colleges and schools allowed us to target those from low socio-economic groups in our Access and Outreach activity. We continued our work on Curriculum Enhancement through University partnerships (CETUP) and extended delivery of co-curricular activities to five curriculum areas in 2019/20. The CETUP programme supported attainment for those on vocational programmes which we know to have a greater proportion of students from IMD Deciles 1-4. We worked with four schools in Havering as part of the PODIUM project to target students from the white working class who are underrepresented in Higher Education and halt the decline of white students from LPNs. Over 800 children engaged with this initiative which involved a series of sustained engagements to young white working-class children in year groups 7-13. This contributed to our milestone targets to attract the white working class.

We retained our membership of two National Collaboration Outreach Partnerships (NCOP) working to increase HE participation in low participation neighbourhoods in London and Essex. This allowed us to focus our work with partner colleges and schools in areas of low HE participation as well as providing valuable insights into initiatives and developments across the sector ahead of implementation. Our strategic partnership helped to inform the digital resources and activities that we made available during periods of national lockdown. As a result, we made significant progress in providing access opportunities not only for our local LPN in East London and Essex, but also further afield in areas such as Peterborough and Lancashire.

SUCCESS

We identified the following priorities in the success phase to reduce gaps in equality:

- Between White and BAME categories for continuation.
- White students and the main BAME ethnicities in their percentage of good honours.
- Students from IMD deciles 1-4 and IMD deciles 5-10 in terms of good honours.
- Young vs Mature male students, particularly White male, in terms of good honours.

Continuation

We used three strands to improve continuation and reduce gaps outlined above.

- The deployment of predictive analytics to identify at risk students and target interventions.
- The development of pre-induction programmes for at risk students
- The delivery of enhanced academic advising supported by co-ordinated referral to student support and development services using a technology platform to supplement face to face interactions.

The development of predictive analytics and analysis of module performance were key components of our approach to improve continuation rates and address the gaps identified above. We utilised a data driven approach including educational analytics to analyse indicators and predict which students were most likely to need additional support to stay on programme and succeed. We sent out nudges targeting those students most at risk of non-continuation and saw an increase in engagement of activities which support continuation and attainment. In 2019/20 we also began to develop learning analytics mapping student engagement and progress. A student facing engagement dashboard was launched in 2020/21 which allowed students to check and monitor their engagement themselves as part of the Track My Future Platform. These two developments helped to drive up engagement rates with student support services and allowed us to target timely and relevant support to underrepresented groups.

We delivered pre-induction programmes of activity for students as part of the Headstart initiative, providing access to information needed for a successful transition to Higher Education. This was delivered through a combination of a targeted calling campaign with signposting and follow up to relevant support resources. This allowed students most in need of support to get a “Headstart” in their preparation for the start of the academic year. Following the feedback received from previous student participants, the programme was modified and timings changed which encouraged greater take up from mature students, as well as those from BAME and disadvantaged backgrounds. Engagement on the programme was linked to improved continuation rates for participants.

Elements of the Academic Advisor framework evolved during 2019/20 and were embedded into the development of the Mental Wealth and Professional Fitness Framework (MWPFF). MWPFF embedded core competencies and intelligences needed for successful transition through the student journey into the curriculum. This ensured that all students gained the skills and attributes required for success. Through the ongoing use of predictive and learning analytics, academics targeted those students most at risk providing appropriate support and referral to support services, leading to improved continuation rates, particularly amongst the specified groups.

Good Honours

Our strategy and priorities for action in the student success phase were encapsulated in our Learning and Teaching Framework, 2018-2020. This framework identified key actions to develop inclusive learning, teaching and assessment practices supported by a range of embedded experiences and targeted interventions. We introduced the Mental Wealth and Professional Fitness to facilitate this process and to ensure that real world learning and community-based learning could take place, enabling students to connect theory to practice in their field.

Peer mentoring was shown to have a positive effect on both attainment and continuation, particularly for underrepresented groups. Over a thousand students participated in Peer Mentoring Schemes in 2019/20 contributing to better attainment and continuation.

The use of Technology Enhanced Learning accelerated in 2019/20 due to necessary changes to delivery caused by COVID-19. These changes allowed for greater flexibility in the way that students engaged with their programmes resulting in more opportunities to engage with staff and peers both inside and outside of contact hours.

Accessibility and support for students with disabilities including Mental Health

Following an accessibility review in 2018/19 by JISC, we allocated staff resources to ensure implementation of recommendations. We also provided specialist training to students with disabilities on how to make the most of the available assistive and enabling technology.

Inclusive practice workshops ran, which provided staff with the expertise to implement an inclusive curriculum. Increase in staffing for mental health practitioners provided support to those with mental ill health. Promoting the use of online resources like TogetherAll (formerly Big White Wall) which provides 24/7 instant access support, alongside embedded MWPF curricular activities such as coping with change, building resilience and stress management supported positive mental health and wellbeing outcomes for students. Preparation for the Mental Health Charter enabled a student focused look at how we enable positive Mental Health institutionally.

Project Leads sourced, implemented, and accelerated online solutions to support and deliver activities projects to enhance success and progression for all students.

There was a growth in the use of MyFeedback, a competency-based programme of tailored online interventions into students' writing and learning practices. Past evaluation has shown that this programme provides enhanced rates of continuation to male students. (all participants +7% +/- 3% uplift in continuation vs male participants +11% +/- 6% uplift in continuation), as well as increased engagement with academic tutor support services through the delivery of online 1:1 drop ins, workshops, and virtual writing retreats throughout the summer. These activities supported students with submission and provide reassurance during a challenging time.

Student Support services purchased several online resources to ensure that support was available both online and physically on campus. These included the purchase of the Being Well, Living Well interactive toolkit specifically designed for University students to help maintain mental, physical and emotional wellbeing, as well the Black Bullion platform, an online learning tool which helps to raise the financial capability of students. The tools and resources were aimed at new, continuing, and prospective students who may be experiencing barriers to entering and staying in Higher Education.

Support for underrepresented students was also provided through the promotion of Student Space an OfS funded platform specifically to support student's mental health during the pandemic. Students could access Student Space to find articles, videos and blogs to support them. Students could also access 1-1 support across three different mediums – text (24/7), telephone and webchat. The disclosure of Mental Health issues can be challenging for some students so approaches which support both universal and targeted approaches allow an inclusive environment which improves outcomes for targeted groups.

Equality and Diversity

Improvements to data collection, analysis and evaluation of engagement and impact continued to develop, and strengthened our ability to understand gaps in equality and address them through interventions. An institutional submission for the Race Equality Charter was entered in February 2019, and we were awarded the Bronze Award. For the Race Equality Charter action plan, we set overarching objectives which aligned to our 2019-2020 APP such as developing the pipeline from transition to HE to course progression and graduate employability or transition to academic pathways, and developing inclusive teaching and learning practice across UEL to improve progression and attainment. Progress towards the action plan objectives was monitored by the UEL's corporate Equality, Diversity and Inclusion committee, the membership of which is drawn from school-based EDI committees. Work is taking place during 2021 to reformulate the self-assessment team with a view to compiling a fresh self-assessment report during 2022 with the goal of securing a silver award. Using this approach, we will continue to support underrepresented students from BAME communities in reducing inequitable outcomes.

PROGRESSION

We identified the following priorities in the progression phase at our institution:

- Improve graduate-level employability for Black, Asian and Minority Ethnic students to close the gaps in graduate employability outcomes.

- Improve graduate-level employability for Young Asian and Black Males, noting that the volume of these studied applied sports science, and computing and business programmes which have since been revised.
- Improve graduate-level employability for Young Asian, Black and Other Females, noting that the volume of these studied early childhood studies and psychology programmes, and for Mature Asian Females.
- Improve overall employability for students with a declared disability.

MWPFF enabled the adoption of inclusive practices around embedding employability in to the whole student journey. Career planning was introduced pre-induction through our Headstart programme, and once students begin their course, Career planning was further reinforced through the delivery of the curriculum by MWPFF. This means all students were provided with opportunities to consider their career planning and develop their employability skills at an early stage in the student journey.

Alongside this, targeted workshops took place to address progression gaps across BAME populations. Examples included Asian showcase, a series of workshops designed to support Asian students who have previously had lower employability rates; activities designed to introduce BAME, and mature students to a range of employers, speakers and organisations from different occupational sectors; and women in STEM events. The aim of these workshops was to broaden horizons, provide networking opportunities and build confidence. To support students with disabilities to find work after graduation we invited 22 Disability aware employers who attended the 2019/20 careers fair. They provided specific progression opportunities for students with disabilities.

Careers and Student Enterprise services were fully adapted for remote delivery through the launch of a new career management platform, CareerZone. In addition, our careers workshops and employer events were delivered using Microsoft Teams, as were one-to-one career coaching sessions and our mentoring programmes. Student engagement with the remote services more than doubled compared with the same time in the previous year, as students were able to access quality support in a flexible and convenient manner. Once lockdown restrictions eased, we opened a Covid-secure office on each of our three campuses, offering students a walk-in Careers and Student Enterprise service. Students were seen immediately by one of the team for CV reviews, application guidance, career coaching and support using online systems to access resources. The Careers and Student Enterprise team followed the dual-delivery model offered by our academics. This gave students the opportunity to receive careers support face-to-face as an option when it was possible.

CareerZone evolved from the Employment Hub mentioned in our 2019-2020 APP and allowed us to deliver a broad range of tailored careers interventions to students. The launch of CareerZone marked a step change regarding the visibility and accessibility of our Employability support. Due to our enhanced remote capability, we could offer students more flexibility, which was especially important for students who were working or had caring responsibilities. We delivered a wide range of learning pathways on the Career Passport that students can access 24/7. This included pathways on employability, wellbeing, work-based learning preparation, preparation for mentoring, confidence building and competency development. Pathways are being developed to form part of the Mental Wealth and Professional Fitness modules, which means 100% of students will engage with the platform and have easy access to high impact support, such as one-to-one career coaching, mentoring, enterprise advice, and access to employer events.

The Careerzone provided a virtual and physical one stop shops for all resources and employment opportunities accessible through the institution. It also incorporated the Careers Passport, a way of tracking and progressing individual students' progress through their career planning across the student lifecycle. The Careers passport aligned closely with MWPF and provided students with the opportunity to articulate, validate and demonstrate the skills, knowledge and experience gained throughout the university experience, which would translate into a rich toolkit that enabled students to from BAME backgrounds to gain employment after graduation. Over 3,000 students accessed Careerzone throughout 2019/20 completing over 80,000 employability related activities.

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2. Self-assessment of targets

The tables that follow provide a self-assessment by University of East London of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of East London’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Percentage of young full time first degree entrants from NS-SEC 4-7	2013-14	53.6%	53.6%	53.6%	Percentage	2019-20	0	Expected progress
T16a_02 (Student success)	Non-continuation rates	2012-13	11.9%	11.3	11.2	Percentage	2018-19	14.1	Limited progress
T16a_03 (Student success)	BAME good honours attainment for young students	2013-14	52.46%	62.5%	65.0%	Percentage	2019-20	70.9	Expected progress
T16a_04 (Student success)	BAME good honours for mature students	2013-14	46.62%	62.0%	65.0%	Percentage	2019-20	69.5	Expected progress
T16a_05 (Progression)	BAME UK Domiciled full time first degree students in graduate level work or further study	2013-14	45.2%	54.0%	56.0%	Percentage	2019-20	42.6	Limited progress
T16a_06 (Access)	Percentage of full time undergraduate students who are in receipt of Disabled Students' Allowance	2013-14	6.4%	8.2%	8.2%	Percentage	2019-20	7.2	Limited progress
T16a_07 (Access)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	2015-16	8.4%	8.55%	8.6%	Percentage	2019-20	8.4	Limited progress
T16a_08 (Student success)	Good honours for mature students	2014-15	61%	66.0%	68.0%	Percentage	2019-20	73.8	Expected progress
T16a_09 (Progression)	Mature UK domiciled full time first degree students in graduate level work or further study	Other (please give details in	53%	58.0%	61.0%	Percentage	2019-20	44.2	Limited progress

		Description column)							
T16a_10 (Progression)	UK domiciled full time first degree students with a declared disability in graduate level work or further study	2016-17	50%	55.0%	56.0%	Percentage	2019-20	42.8	Limited progress
T16a_11 (Progression)	White working class UK domiciled full time first degree students in graduate level work or further study	Other (please give details in Description column)	47%	50.0%	52.0%	Percentage	2019-20	44	Limited progress
T16a_12 (Access)	White working class UK domiciled full time first degree new entrant enrolments	2016-17	258	312	343	N/A (see description / commentary)	2019-20	273	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	To deliver one to one guidance interviews via a single, holistic Information, Advice and Guidance service in partnership with Birkbeck, University of London.	2013-14	2191	2700	2800	N/A (see description / commentary)	2019-20	5086	Expected progress
T16b_02 (Access)	UK domiciled full time first degree new entrant enrolments from East London Skills and Employment Federation colleges	2016-17	319	459	528	N/A (see description / commentary)	2019-20	226	Limited progress
T16b_03 (Access)	Number of students completing GCSE English and Maths attainment raising programme	Other (please give details in Description column)	0	60	80	N/A (see description / commentary)	2019-20	99	Expected progress
T16b_04 (Access)	Enrolments on pre-entry programmes	2015-16	171	650	700	N/A (see description / commentary)	2019-20	256	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,450,000.00	£4,436,000.00	206%
Financial Support	£1,029,000.00	£1,257,000.00	22%

4. Action plan

Where progress was less than expected University of East London has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	We will continue to monitor the impact of our financial support. In addition we will be targeting additional support to those students who have low engagement and are therefore at risk of non- continuation through school based Education and Experience Officers who will work with academic staff and services to develop bespoke interventions as well as providing additional support. These roles will be recruited to in 2020/21
T16a_05	In addition to the development of the MWPPF which enables inclusive embedded employability support and bespoke activities that are run to target students from BAME backgrounds, we have developed a detailed action plan to support our graduates which includes providing free CPD, work based learning embedded into priority programmes and opportunities designed to enhance graduate prospects on leaving university.
T16a_06	We will look at how the work described in this area can be expanded and grown in order to support increase of applicants in receipt of DSA in order to meet targets set out in the 2020-2025 APP.
T16a_07	Our online work will enhance physical work that has previously taken place and broaden the groups of students from underrepresented groups that we can provide outreach opportunities to.

T16a_09	Access to our employability support continues after graduation. Students can access support on an ongoing basis after graduation via our physical and virtual Careerzones. An auditing and mapping process has been introduced to embed tiered careers and enterprise activities into low, medium and high priority programmes. This is coupled with the development of a standard operating procedure and MI dashboards for staff to monitor and intervene around employability as required.
T16a_10	We will explore how to support students to disclose physical and mental health disabilities as well as continuing our focus and support on students with mental health and neuro divergent conditions.
T16a_11	As before, embedding and acceleration of Mental Wealth and Professional Fitness curriculum will support progression ambitions for this cohort.
T16a_12	Maintain a structured yet flexible assortment of interventions presented in a methodical progression framework that can be fitted to individual schools' specific requirements.
T16b_02	Identify how the ELSFC will grow in future years
T16b_04	Continue to work strategically with internal and external stakeholders to increase number of places and recruitment rates to Pre-Entry programmes

5. Confirmation

University of East London confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of East London has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Amanda Broderick
Position	Vice Chancellor and President (Accountable Officer)

Annex A: Commentary on progress against targets

University of East London's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
We met our commitments as outlined in our 2019-2020 plan
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We reviewed our policies and processes to identify impact on underrepresented groups specifically around progression decisions and extenuation submissions following the impact of Covid-19 on our student body.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
We met our commitments as outlined in our 2019-2020. We continued to run bespoke and targeted workshops and interventions targeting students from BAME backgrounds and supporting them into graduate employment and education. Our employment rate for medium and high jobs is 83%. Classifications of medium skilled roles such as Higher Teaching and Learning Assistant are under review, since the requirement to have a degree is often a desirable criteria. Review of roles such as these along with early years roles should have a positive impact for students whose employment is currently categorised as "medium", thus positively impacting on future graduate outcomes for students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Development of the Mental Wealth and Professional Fitness Framework enabled the adoption of inclusive practices around embedding employability to the whole student journey as well as activities which target our Level 6 students who are preparing to leave University. These activities provided support to underrepresented groups in the 2020/2021 academic year who make up a large proportion of the student body, and provided additional support to students who graduated into an uncertain environment. We offered unlimited access to graduates and alumni of UEL to support their employability outcomes following the completion of their course.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
We met commitments related to delivering bespoke outreach to target students in receipt of DSA through partnership working with schools and delivery of summer school programmes for students with disabilities. In particular, our collaborative work with Multi- Sensory Education Theatre (M-SET) works with approximately 200 students in primary and secondary schools each year.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Our Outreach and Disability teams worked collaboratively to develop welcome events for students with disabilities. First delivered in September 2017, this work has continued and is now in its 4th year, helping to familiarise students with university, aid transition and provide access to support services available.

Target reference number: T16a_07

How have you met the commitments in your plan related to this target?

We met our commitments in the plan by targeting LPN schools and having a clear process for developing strategic relationships with schools based on their alignment with WP criteria as well as work with Local Authorities to target our priority groups.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We enhanced our face to face delivery with online webinars and e-guidance which has allowed us to reach out further to target groups from LPNs further afield. This included work with schools from LPNs in central and northern England.

Target reference number: T16a_09

How have you met the commitments in your plan related to this target?

We have met progression commitments as outlined in the 2019/20 APP. We have embedded employability into the curriculum inclusively through Mental Wealth and Professional Fitness Framework which will support us in reducing the gap in future years.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We ran specific webinars and activities to support mature students with aspirational goal setting and focussed opportunities for graduate employment. An example of this is The mature student project which recruited five mature student advocates planned, promoted and delivered specific activities in a mature students space. These events were well attended. Access to the newly introduced CareerZone spaces also supported mature students by providing dedicated spaces where work based learning and collaboration with industry partners can take place.

Target reference number: T16a_10

How have you met the commitments in your plan related to this target?

We met our commitments in the 19/20 APP relating to progression of students with disabilities/ in receipt of DSA. As above we have embedded employability into the curriculum as part of the inclusive Mental Wealth and Professional Framework. In addition to this we provided

opportunities for students to speak to over 20 employers who were actively recruiting and disability aware during our careers fair.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Through the work completed to date, we gained a better understanding of the needs of disabled students, in particular, challenges around how to disclose or share a disability and ways to do this confidently. Work is taking place to address this within relevant cohorts through targeted interventions.

Target reference number: T16a_11

How have you met the commitments in your plan related to this target?

We have met commitments in the 2019/20 APP relate to Progression for students from low socioeconomic backgrounds through bespoke programmes raising employment aspirations of students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have done this by embedding employability into the curriculum since a large proportion of the total university cohort is from deprived backgrounds. This should show impact in future years.

Target reference number: T16a_12

How have you met the commitments in your plan related to this target?

We met commitments in the 2019/20 APP relating to Access for students from this cohort though the PODIUM project, with over 1,000 student interventions.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We will continue to maintain the PODIUM project supported by remote resources developed to mitigate against the ongoing impact of Covid-19.

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?

In 2019/20, we maintained and sustained relationships with target FE Colleges and 6th form colleges in order to meet the commitments in the 2019/20 APP.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Continue to work with named colleges.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
We expanded the number of places available on the New Beginning course in 2019/20 as set out in our 2019/20 APP plan
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We will continue to focus on increasing numbers of places for mature students on Pre-Entry programmes.

Annex B: Optional commentary on targets

University of East London's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	NB this target has been discontinued as per guidance, and therefore not monitored. However the spreadsheet required values in columns S,T, and U to validate the spreadsheet.
T16a_02	While not meeting the target for 2019/20 we have improved our continuation rate from 14.8% in 2018/19 to 14.1% in 2019/20 showing positive steps in the right direction.
T16a_03	
T16a_04	
T16a_05	Our progression milestone was predicated on DLHE metrics which no longer exist. We are considering our progress using the Graduate Outcomes survey. However, this is an experimental data set and as such, is not a like for like measure. Therefore, progress cannot be compared in the same way when considering milestones from 19/20.
T16a_06	
T16a_07	
T16a_08	
T16a_09	Our progression milestone was predicated on DLHE metrics which no longer exist. We are considering our progress using the Graduate Outcomes survey data. However, this is an experimental data set and as such, is not a like for like measure. Therefore, progress cannot be compared in the same way when considering milestones from 19/20.
T16a_10	Our progression milestone was predicated on DLHE metrics which no longer exist. We are considering our progress using the Graduate Outcomes survey data. However, this is an experimental data set and as such, is not a like for like measure. Therefore, progress cannot be compared in the same way when considering milestones from 19/20.
T16a_11	Our progression milestone was predicated on DLHE metrics which no longer exist. We are considering our progress using the Graduate Outcomes survey data. However, this is an experimental data set and as such, is not a like for like measure. Therefore, progress cannot be compared in the same way when considering milestones from 19/20.
T16a_12	
T16b_01	We are no longer in partnership with Birkbeck so the number of IAG consultations that took place in 19/20 are based on UEL interventions only.

T16b_02	
T16b_03	
T16b_04	