

The University of East London

Access and Participation Plan 2019-20

INTRODUCTION

This Plan summarises our assessment of current performance with respect to improving equality of opportunity for under-represented groups to access, succeed in and progress from higher education. Using this assessment, we set out our ambition for improving on our current performance and outline the measures we will put in place to achieve our aspirations. We also set out the targets associated with these measures and the investment to deliver those targets.

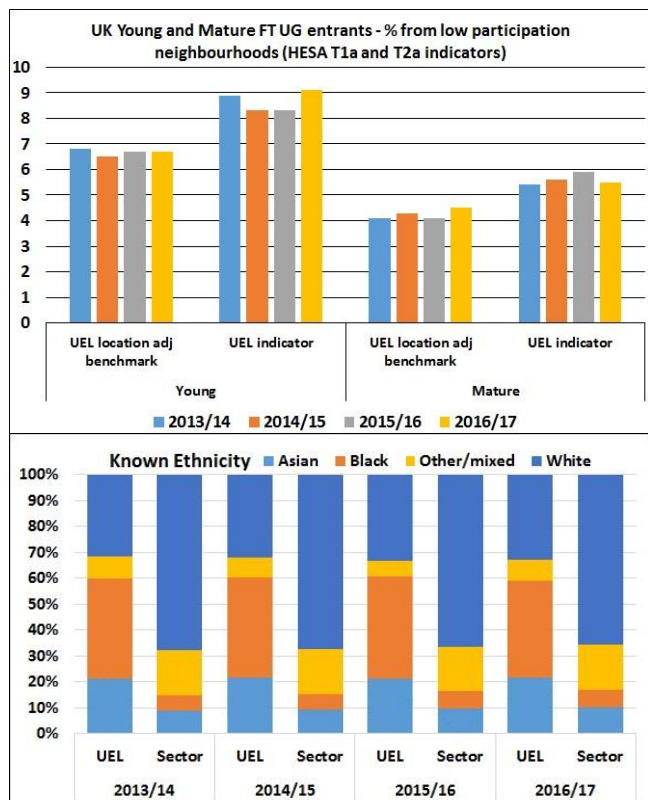
Almost all of our undergraduates study for a first degree, with nine in ten of those studying on a fulltime basis. Around half of all our undergraduates are mature (21 and over) and around 60% are female. Ethnicity is represented relatively evenly; just under 30% are White, around 35% are Black, around 20% are Asian, and the rest are in other categories. One in ten of our undergraduates have a declared disability, just over three-quarters are from the local area and a fifth are from low participation neighbourhoods (LPNs) according to the Participation of Local Area classification (POLAR3). However, over 70% are from the lowest areas of deprivation (deciles 1 to 4 in the Index of Multiple Deprivation (IMD)).¹

SECTION ONE: ASSESSMENT OF CURRENT PERFORMANCE

Access

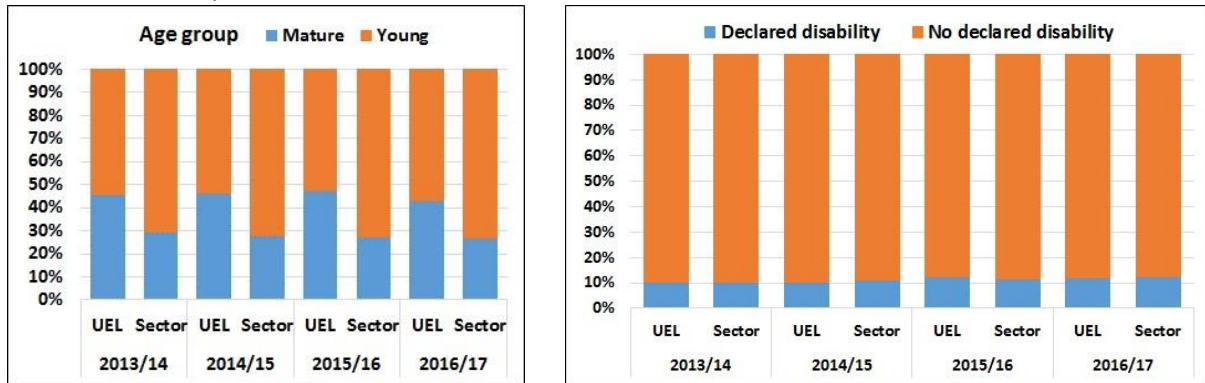
In terms of our widening participation performance indicators available via the Higher Education Statistics Agency (HESA) for 2013/14 to 2016/17 (being common years using POLAR3), we typically exceed our benchmark for percentage of young full-time undergraduate entrants from state schools.

We exceed our location adjusted benchmarks for low participation neighbourhood (POLAR3) for both young and mature full-time undergraduate entrants, and compare favourably in the latest year of HESA data with other London universities. Publicly available data for our full-time first degree entrants profile will show that we have greater representation compared to the sector from Black, Asian and Mixed/Other categories of ethnicity. In 2016/17 for example, these students represented 70% of our entrants compared to 38% for the sector. We typically have a greater proportion compared to the sector of entrants who are mature



¹ Apart from IMD, this contextual data can be seen in the 2017 Teaching Excellence Framework data available via the Office for Students' website.

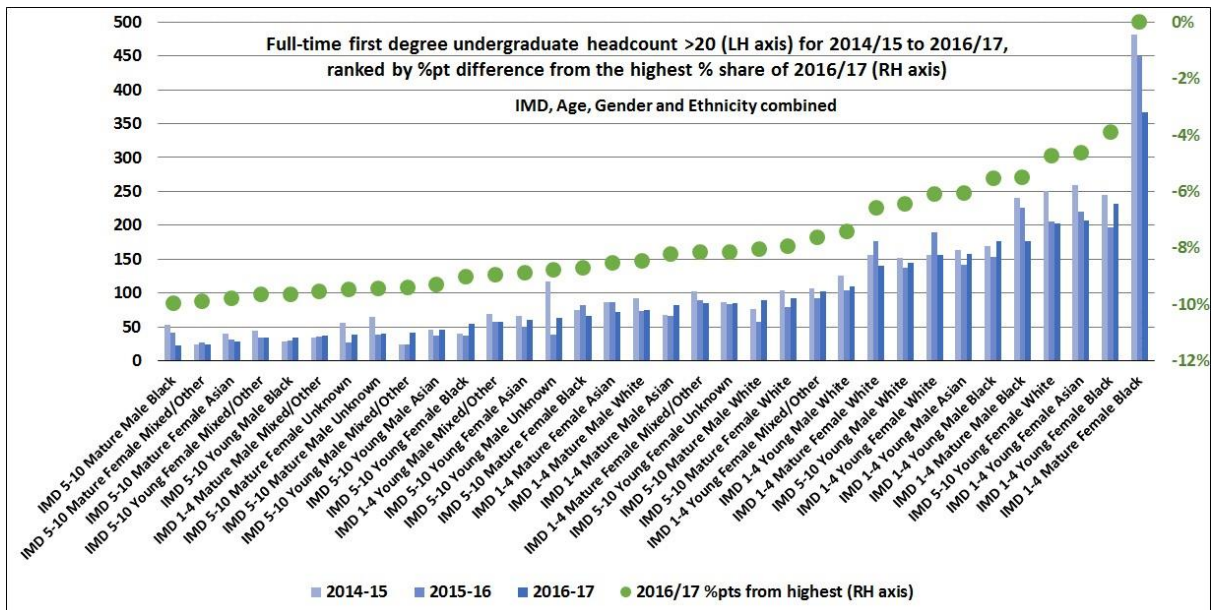
(typically 15%pts more), and are broadly similar to the sector in terms of gender and those with declared disability.



In respect of undergraduates recorded as in receipt of disability support allowance (DSA), over the period 2013/14 to 2016/17, we have been typically below our full-time undergraduate entrant benchmark by c.2-3%pts, but exceeding the benchmark for part-time undergraduate entrants by a similar range. In respect of students declaring a mental health condition, the volume of entrants over recent years has varied, rising to c.100 in 2015/16.

Comparative data is not readily available to judge our relative proportions of IMD deciles 1-4 (between 65-70%) or of care leavers (just under 2%), but these proportions for UEL have remained steady in recent years. The size of our care leaver population has varied over recent years, up to 60 in 2016/17, mostly from IMD deciles 1-4 and mostly with no declared disability. They are otherwise represented across the gender and ethnicity demographics.

The larger multivariate chart below shows a three-year trend in headcount of full-time first degree entrants (the bars in the chart) by multi-variate categories of IMD, age, gender and ethnicity, ranked by percentage share of total entrants in 2016/17. This gives an overall view of the changing profile of our students over recent years and the relative consistent emphasis on IMD deciles 1-4 but otherwise a spread of age, gender and ethnicity. The chart additionally plots and ranks the headcount bars by the percent point *difference* in the share of 2016/17 numbers for headcount greater than 20. This reveals gap relativities across the multivariate categories up to 10%pts away from the category with the highest share (IMD 1-4 Mature Black Females). There are three distinct ranges across the gaps starting with the highest, followed by a range of -4%pts to -6.6%pts for the next range of categories, with the remainder to -9.9%pts. It can be seen that numbers for each category have varied over the years, but that gaps more than -6%pts relating to IMD 1-4 include Mature and Young Mixed/Other Males and Females; Mature Asian Females and Males; and Mature and Young White Females and Males.



From this assessment, our focus in this Plan for the access phase is to:

- 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 through transition
- Advance our existing good work in creating access for mature students
- Advance our existing good work in creating 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 students from IMD deciles 1-4

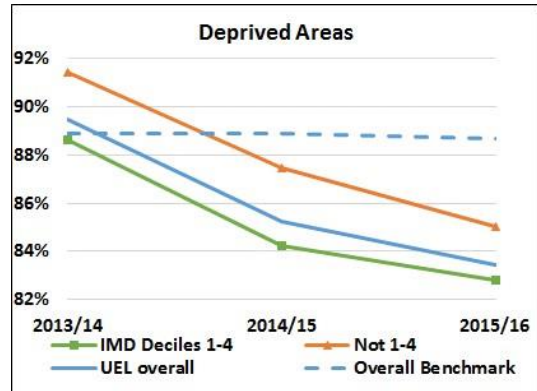
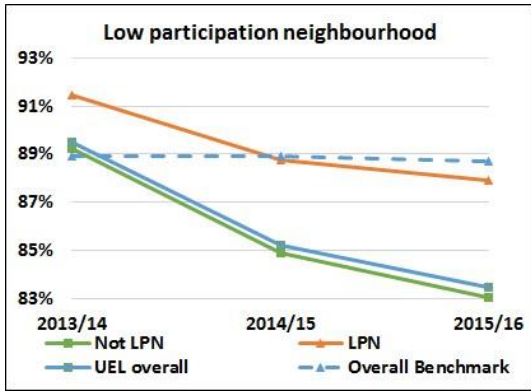
Success

For this Plan, ‘success’ measures are (1) the percentage of undergraduates continuing in their studies after their first year, and (2) the percentage of undergraduates achieving a first or upper second good honours degree classification.

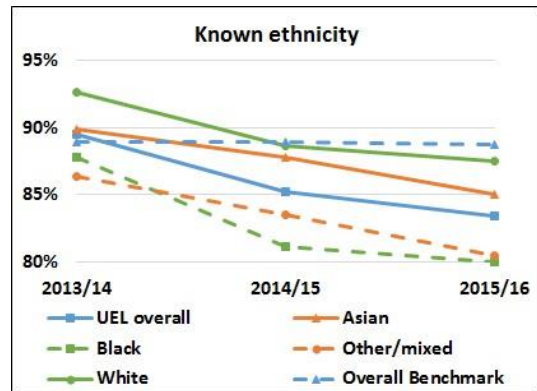
Continuation rates

We fell short of our overall HESA benchmark for continuation in 2015/16 by 5.3%pt, reflecting a trend. The charts in this section illustrate in a simplified way where we have gaps in terms of the percentage of those continuing after their first year. These gaps are shown by the main categories of underrepresented groups: LPNs; IMD; ethnicity; age; declared disability; and care leavers.

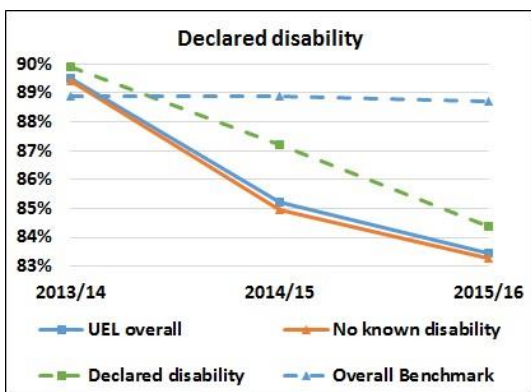
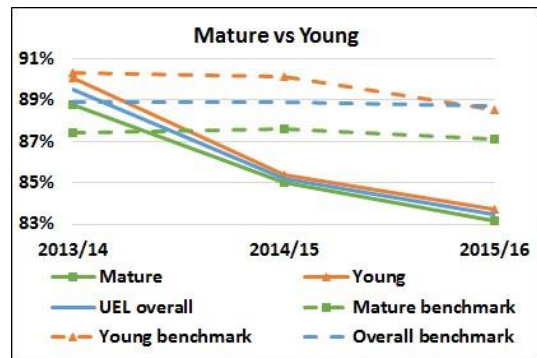
Typically, more students from LPNs continue than those from other neighbourhoods, although both categories have decreased in recent years with the gap between them growing to 4%pt. In comparison, students from IMD deciles 1-4 have been tracking fractionally below our continuation benchmark but better than other IMD deciles in the latest year of data by 2%pt.



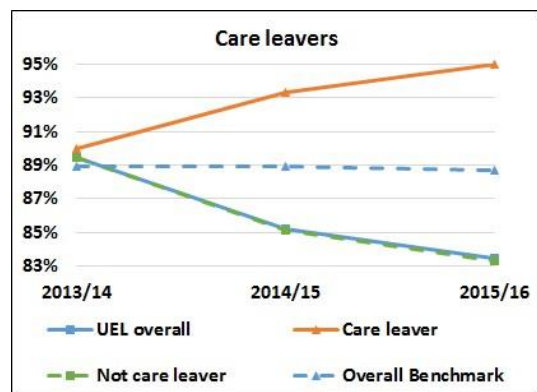
Mirroring the same trend but in terms of known ethnicity by main grouping, all of the categories have tracked each other downward. The gap between the top (White) and bottom (Black) in 2015/16 data was 7%pts. In contrast, the chart for Mature student continuation shows that these students share similar continuation rates as Young students, with virtually no gap in the most recent year.



The remaining two charts below are for students with a declared disability and for care leavers. The former shows that students with declared disability tend to have slightly higher continuation rates than for students with no known disability although the trend is downwards for both categories. However, care leavers (2% of our students) appear to be improving in their continuation rates year-on-year and have widened the annual gap with other students to more than 10%pt in the most recent year.



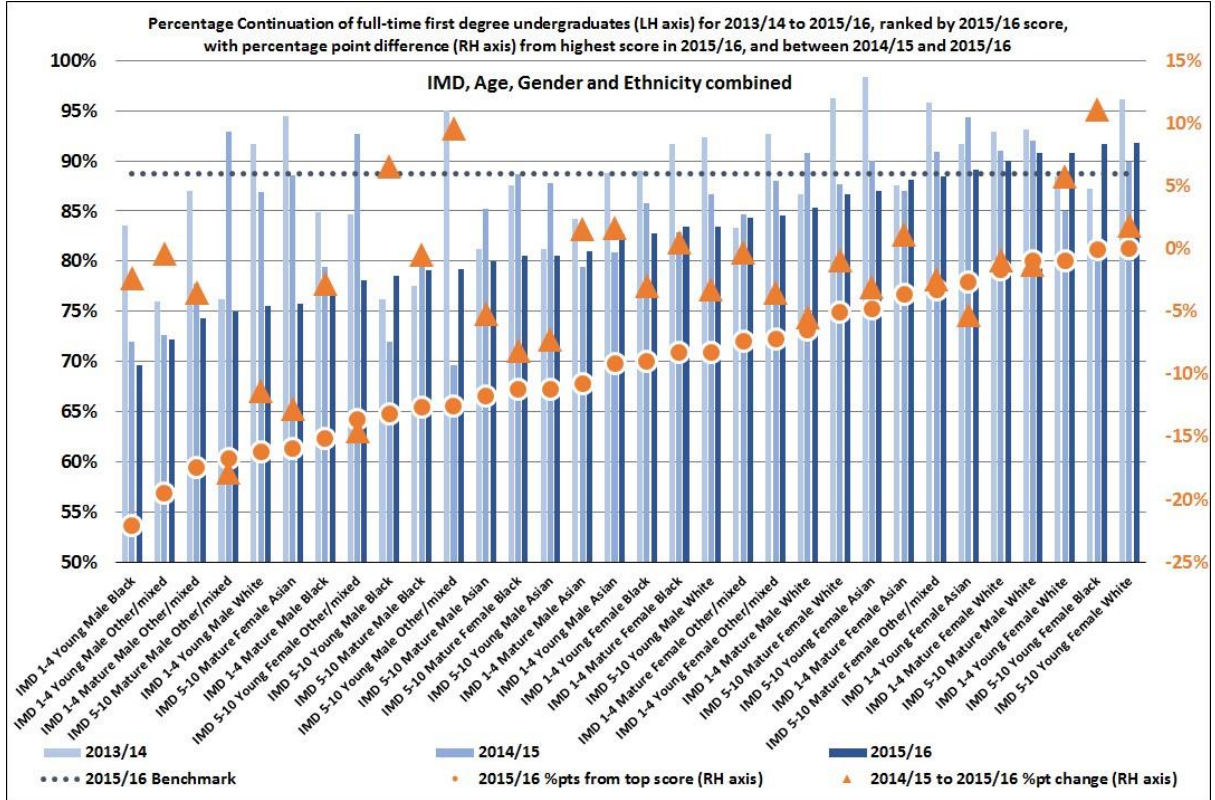
A more



detailed examination of multi-variate combinations of some of the main categories of underrepresented groups (IMD), together with gender, is illustrated in the larger multivariate chart below. Three years of continuation rates for each category are shown (the bars in the chart), ranked by the latest year (2015/16), and shown in relation to the 2015/16 continuation benchmark. The better rates of continuation in 2015/16 are towards the right-hand side. The right-hand axis itself is used to show the percent point difference from the top score in 2015/16

for each multi-variate category, and to also show the percentage point change between 2014/15 and 2015/16.

The chart therefore portrays the systematic nature of continuation rates over time across the demographic categories, with the year-on-year percentage point difference indicating the very variable extent of change in the most recent year.

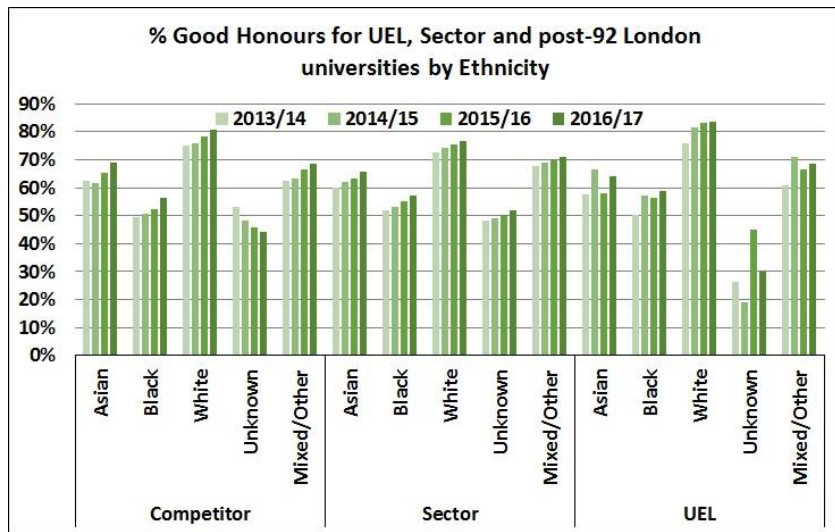


From these charts, the range of gaps are numerous and widespread across the combined demographic categories. Substituting IMD with LPN would change the focus of attention to young students who were White, Black or Other.

As indicated, we have an overall challenge to improve continuation rates to meet our overall benchmark. Additionally, it seems clear that our focus should be on reducing the gaps in continuation rates from Asian, Black and Mixed/Other students whilst continuing to address the impact of IMD on those rates of continuation. We have already reviewed foundation year programmes in particular subjects given their major influence on our overall continuation rates in 2015/16. By implication this will assist with addressing continuation rate gaps into the future. We have additionally identified the impact of mental health on completion and will prioritise this for action.

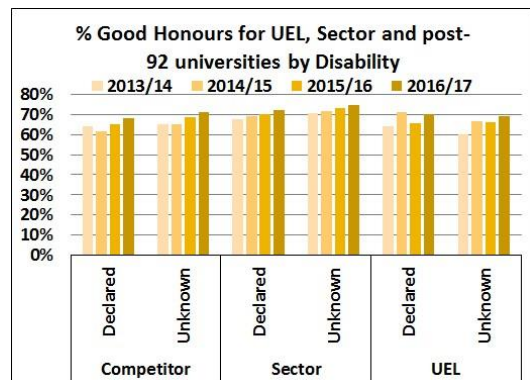
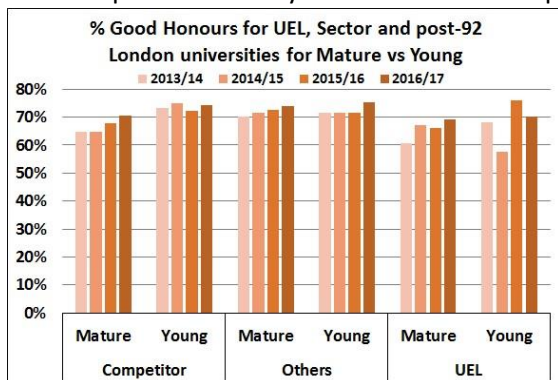
Good Honours

For this Plan, the proportion of good honours degree classification achieved by full-time first degree students is used along with continuation to consider success. We have improved on this incrementally in recent years although our 2016/17 average of 69% lags the sector average by 5%pt and our near competitors by 2%pts.



There are common challenges beyond UEL in terms of gaps in attainment. In terms of ethnicity for example for UEL as shown in the chart above, White percentage of Good Honours are the highest, at 20%pts more in 2016/17 than Asian, 25%pts more than Blacks, and 15%pts more than Mixed/Other.

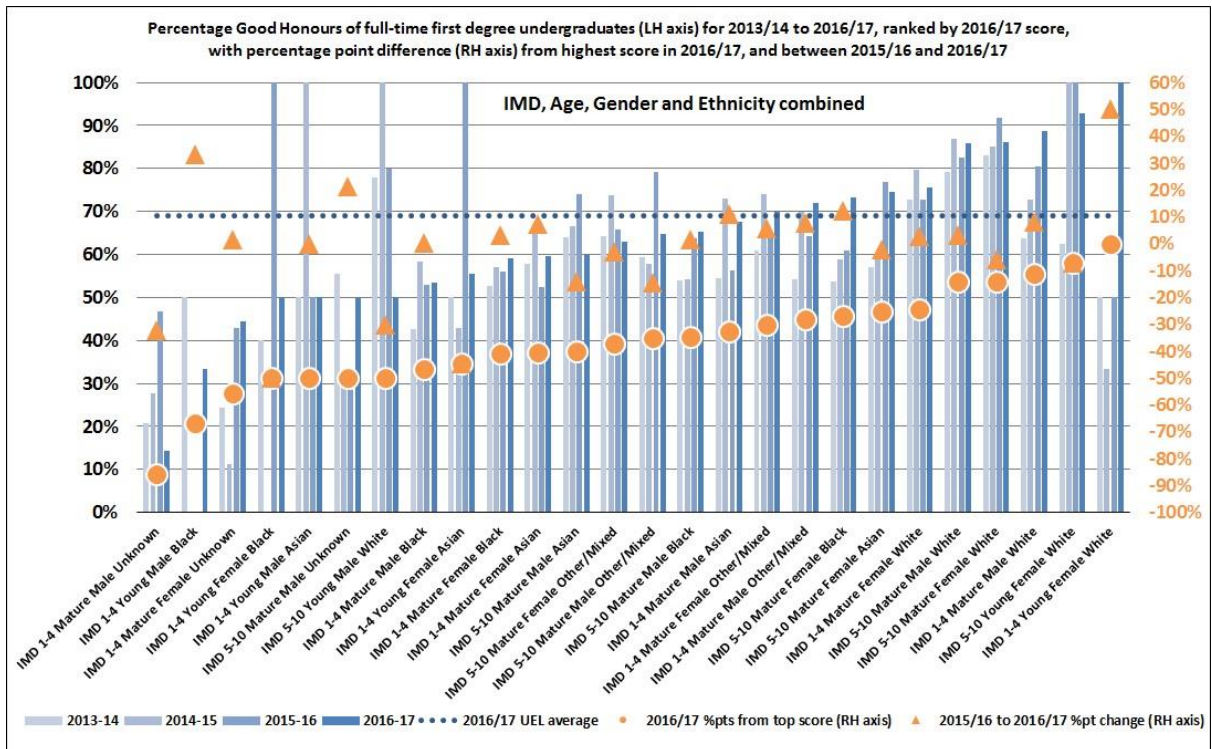
For UEL, the gap is almost zero for Mature students in 2016/17 data although that is a recent outcome compared to the trend. The same applies to gender, and to students with declared disability. All three sets compare favourably with the sector and post-92 universities.



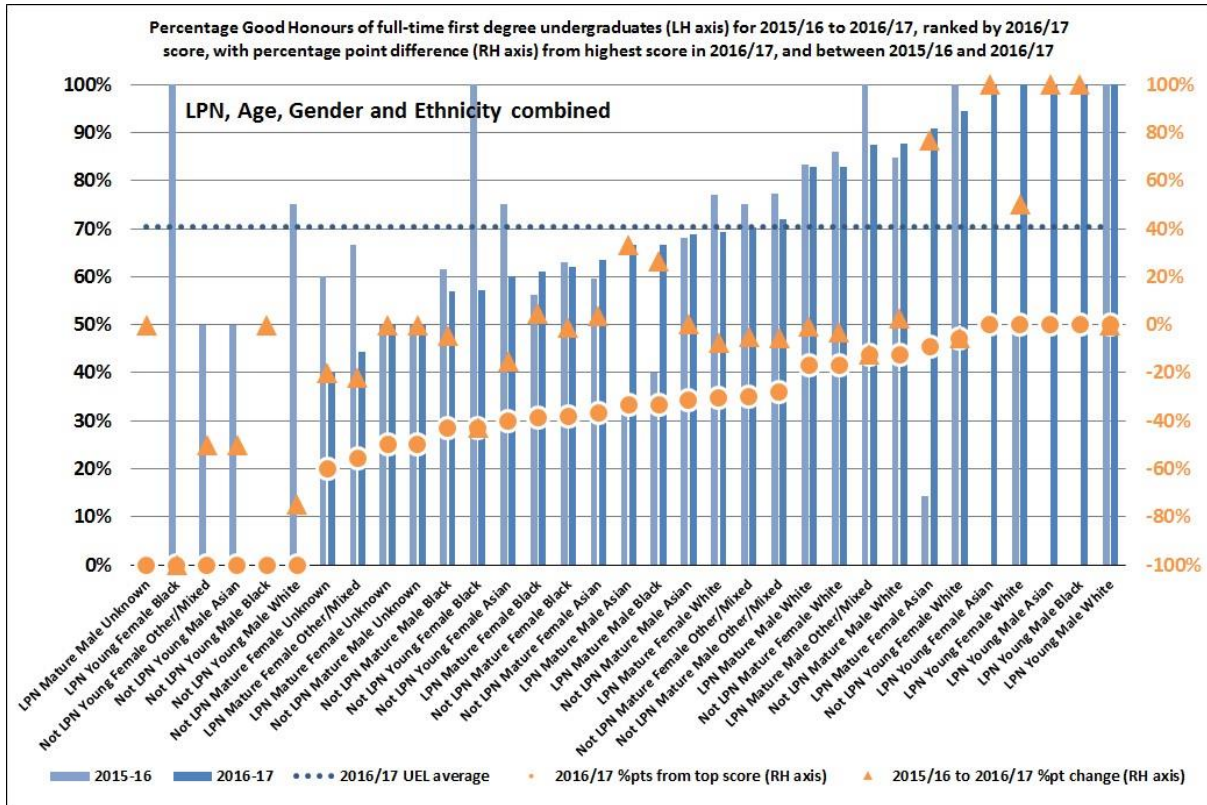
Finally, HESA first started collecting declared care leaver data from new entrants into HE in 2013. The 2015/16 and 2016/17 data are therefore the only years in this Plan where we can show percentages of good honours for declared care leavers. Although the volume of students in the data is very small, the percentage of good honours for declared care leavers in 2015/16 was 86% vs 71% for those not with that status or vs 54% for those unknown for that status; and 68% vs 69% and 70% respectively in 2016/17. We will continue tracking the performance of declared care leavers for percentage of good honours as it becomes available.

A more detailed examination is illustrated below in the larger multivariate chart showing the percentages of good honours for the multi-variate combinations of age, gender and ethnicity. This greatly amplifies the simplified picture given already for the relative performance by individual category of age, gender and ethnicity. The better rates of good honours in 2016/17 are towards the right-hand side. The right-hand axis itself is used to show the difference from the top score in 2016/17 for each multi-variate category.

Although the chart below reveals the spread of gaps, what is perhaps most striking is the great contrast between mature and young white males albeit from different IMD deciles, and the low scores for young males generally. It is also striking to see all White categories bar one (IMD 5-10 Young White Males) dominating the higher end of percentage good honours.



Substituting IMD with LPN data in the above multivariate chart where it is available in the data renders a conflicting picture to that using IMD. Part of that is due to when HESA data first began to use POLAR3 (i.e. for 2013/14 onwards) which means it only features in good honours data for 2015/16 onwards. However, the early years of data collection were incomplete with respect to LPN categorisation. Gap analyses in future Plans will benefit from more subsequent years of improved LPN data capture. We include it here for completeness sake.

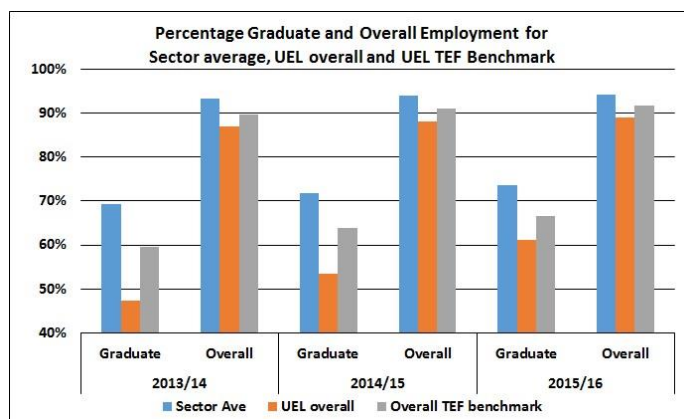


From these charts, the range of gaps are numerous and widespread across the combined age, gender and ethnicity categories. Using the more robust IMD-based multivariate chart, it seems clear that our greatest challenges in terms of attainment as reflected in the proportion of good honours are to address gaps in the achievement of ‘good honours’ between:

- White students and the main BAME ethnicities
- Students from IMD deciles 1-4 and IMD deciles 5-10
- Young vs Mature male students, particularly White male

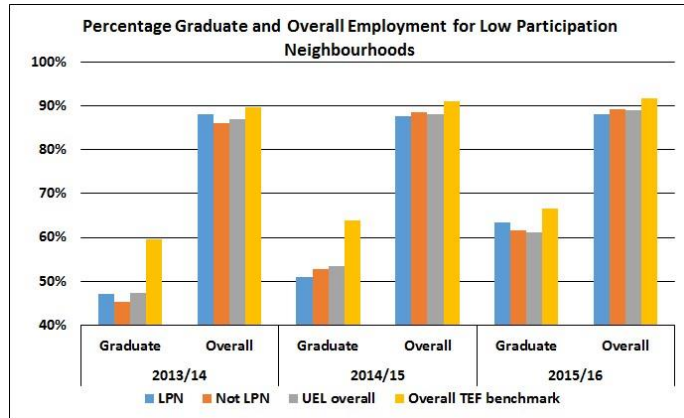
Progression

For this Plan, ‘success’ measures are the percentage of full-time first degree graduates in overall employment or further study, and/or in graduate-level employment or further study – sometimes referred to as ‘high skilled’ employment. As can be seen from the chart, we have been improving both employability measures in recent years (and again in 2016/17), but we remain below the sector average and our TEF benchmark for both.

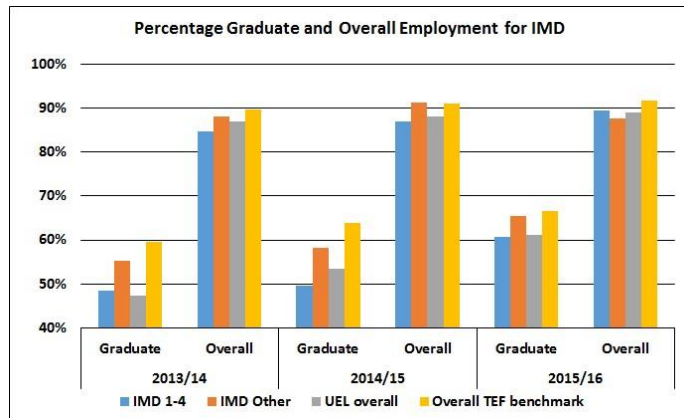


The charts in this section show the relative progression to overall or graduate level employment for LPNs, IMD, ethnicity and disability. We have compared these against our overall scores and the respective benchmarks used in the Teaching Excellence Framework (TEF).

The improvement in employability scores over time is reflected equitably across the two broad LPN categories. Those not from LPNs have scored c.1%pt higher than those from LPNs for overall employment in the most recent two years. The position is more variable for graduate-level employment, but with those from LPNs scoring c.1% more than others in 2015/16.

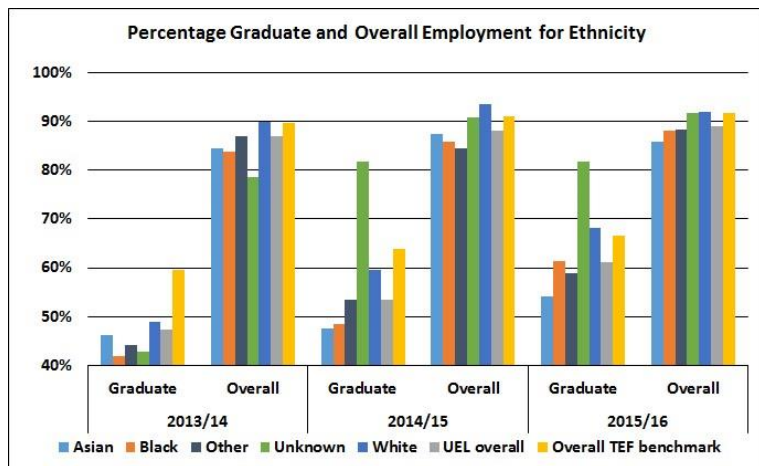


In contrast, the share of recent years' improvement is more pronounced amongst IMD deciles 1-4 which are the major proportion of our students. Overall employability performance reflects incremental improvement with the gap between the two IMD categories now at c.1%pt. However, the rate of improvement for graduate employability amongst IMD 1-4 in recent years has been significantly greater than for other



IMD deciles, achieving a 13%pt jump in the period shown vs 10%pt increase for other IMD deciles. This is to be expected given the greater proportion of our students from IMD 1-4.

The position with respect to ethnicity is much more mixed. BAME and White graduates largely all show incremental improvement over time for overall employment.



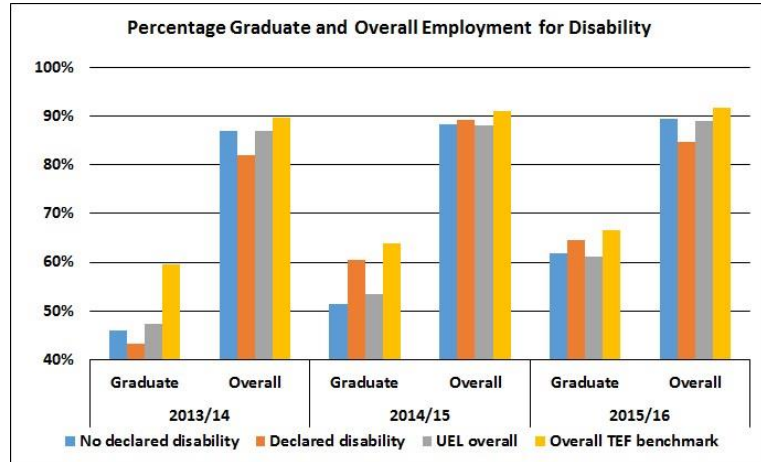
However, there persists to be a c.6%pt gap in overall employment between the highest (White) and the lowest (Asian) in the most recent year. Black graduates also overtook Asian graduates by 2%pts in overall employment in the most

recent year. The gaps are more prominent with respect to graduate-level employment, with White, Black, and Other graduates 14%pt, 7%pt and 5%pt respectively higher than Asians in 2015/16. The improvement in overall graduate employment over the years is also reflected more in White, Black, Other and Unknown ethnicity graduates compared to Asian. The subject areas that have had the most influence in these scores for Asian graduates are early childhood studies, computing, psychology and biosciences.

Mature graduates have improved in overall employment over the years to now match Young graduates, whereas their rate of improvement in graduate-level employment has been getting greater, resulting in a c.13%pt gap in 2015/16.

Female graduates have largely driven the overall improvement in graduate-level employment, with a greater rate of increase over time than for Males. Scores for 2015/16 show broad parity. Overall employment parity has been within c.2%pt range in the trend.

Those with a declared disability show a slightly variable set of scores over time for overall employability, c.5%pt below those with no declared disability in 2015/16. The proportion of those with declared disability in the underlying data for overall employment has remained at c.12%pt over time, albeit declining by 10% of overall population

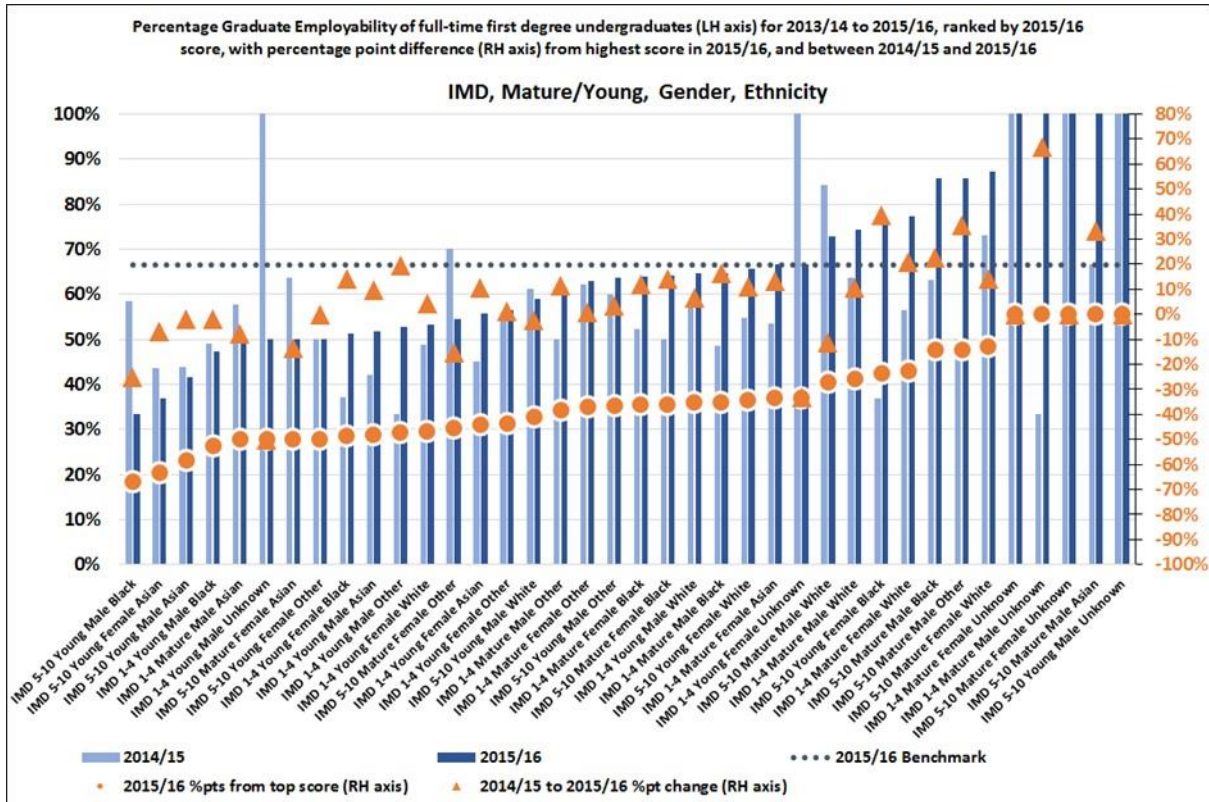


in the data. The overall size of the population in the data for overall employment over the same period has decreased by a fifth however. This does appear to suggest a need to better understand our approach to overall employability for those with declared disability.

Finally, as indicated earlier, HESA first started collecting declared care leaver data from new entrants into HE in 2013. The 2015/16 data for employment is therefore the only year in this Plan where we can show percentages of graduate and overall employment for declared care leavers. Although the volume of students in the resultant data is very small, the percentage of declared care leaver graduates in overall employment in 2015/16 was 75% vs 89% for those not with that status; and 75% vs 62% respectively for graduate employment. We will continue tracking the performance of declared care leavers in employment data as it becomes available, including in the new Graduate Outcomes survey in the Spring 2020 relating to 2017/18 graduates.

A more detailed examination of multi-variate combinations of some the main categories of underrepresented groups (IMD), together with gender, is illustrated in the larger chart below. The better rates of graduate employability in 2015/16 are towards the right-hand side. The right-hand axis itself is used to show the difference from the top score in 2015/16 for each multi-variate category, and to also show the percentage point change between 2014/15 and 2015/16.

From these charts, the range of gaps are numerous and widespread across the demographic categories. Given our overall performance remains below benchmark, we continue to address a general challenge to improve both overall and graduate-level employability.



In parallel however, it seems clear that our greatest challenges (taking account of volume of graduates driving the scores in the underlying data) are to address gaps for:

- Graduate employment by ethnicity
- 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
- Young Asian, Black and Other Females, noting that the volume of these studied early childhood studies and psychology programmes
- Mature Asian Females
- Overall employment for those with declared disability

SECTION TWO: STRATEGIC AMBITIONS FOR ACCESS AND PARTICIPATION

Our ambition is to continue to be an engine of social mobility in our sub-region, to further widen participation and to work to eliminate gaps in equality of opportunity throughout the whole student lifecycle. We recognise that balancing these two goals is challenging and will require a whole lifecycle approach, robust data governance and an institution-wide approach to evaluating the impact of our interventions. This effort will support our overall aim of supporting people from our local communities to develop the skills, knowledge and social capital to access graduate employment and to improve their life chances.

Our approach for addressing gaps in equality in the **access** phase is increasingly targeted. For the **success** and **progression** phases of the student lifecycle our approach to addressing gaps in equality of opportunity is inclusive: we have high volumes of students from under-represented groups and, our gaps, as outlined in our assessment of performance, are widespread across a number of demographic intersections of socio-economic background, ethnicity, age, care leaver and disability status.

Access

We have identified the following priorities to reduce gaps in equality in the access phase at our institution:

- 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 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

We are also undertaking activities to contribute to priorities identified by the Office for Students by maintaining performance in advancing access for mature students and reaching students from low participation neighbourhoods.

Our access priorities are also informed by the analysis of factors contributing to student outcomes which indicate that students entering UEL from some level 3 vocational programmes are less likely to complete and less likely to achieve 'good honours'. Initial analysis shows a correlation between entrants with vocational qualifications and IMD deciles 1-4 and we are now exploring the impact of this for students from Black, Asian and Minority Ethnic backgrounds. Additionally, our outreach participant data demonstrates low engagement by college students in our outreach activities. We are therefore also prioritising the development of bespoke outreach programmes with local colleges.

Students with disabilities

Participant data across our outreach activity shows a low percentage of students declaring a disability. We are seeking to address this and to increase the percentage of entrants in receipt of DSA by developing more dedicated outreach activities for students with disabilities. We will ensure all of our outreach opportunities are signposted as inclusive through advertising and specific information for schools, parents and young people. We will build links with student support teams in our local colleges in order to provide fully supported transitions.

To develop our offer we will expand on two existing projects for delivery in 2019/20: a transition summer school for students on the autistic spectrum and an extended programme working with students with disabilities from seven schools on a project exploring how the brain works through applied drama and neuroscience.

In 2019/20 we will deliver a series of summer schools to support positive transitions for students with disabilities providing familiarisation with our specific HE environment, advice and access to support and the opportunity to build social networks. The extended programme with seven schools will build into a sustained programme culminating in a collaborative 'in residence' at UEL featuring UEL students as facilitators and role models, providing stretching learning opportunities in an HE environment to build confidence and workshops supporting students with disabilities to explore their HE progression options.

Low Participation Neighbourhoods

We are a member of two National Collaborative Outreach Partnerships working to increase HE access from low participation neighbourhoods in London and Essex. In the Essex partnership ('Make Happen'), we are delivering a 'Coding through Robotics' project. This will seek to establish a series of coding hubs in the Thurrock area where currently there are no nationally linked coding support groups. The project is a hub and spoke model of delivery and seeks to encourage teachers and students into coding and serve as a vehicle for raising awareness and encouraging access into HE.

Through the London NCOP we are delivering a BTEC transition to HE programme in collaboration with Barking and Dagenham College.

To complement work delivered through the Make Happen NCOP, in our Plan we will focus on the preNCOP years 7 and 8 by building on 2017/18 pilot delivery of HE awareness and aspiration activity in two Thurrock schools (with 100% NCOP wards). We plan to develop this into a sustained programme for years 7 and 8 leading through to NCOP activities from year 9. We will develop a similar programme for years 7 and 8 in Barking and Dagenham NCOP target wards to run from 2019/20.

For this Plan, we expect through our strategic relationships in Thurrock and Barking and Dagenham to sustain NCOP and parallel UEL work beyond NCOP funding should the latter cease.

Care Leavers

We have reviewed our approaches to working with Looked After Children and care leavers, and we plan to deliver sustained programmes which meet the needs of particular cohorts of young people, working in partnership with the Virtual School Team in Newham Council and developing a partnership with the Tower Hamlets Council team. The aim of these partnerships and programmes is to better meet the needs of care leavers in the access and transition phases.

We are drawing on activities and programmes previously delivered to inform the development of sustained programmes with each Council team from 2019/20. For a number of years we have delivered a programme which pairs social work students with Looked After Children/care leavers for a six-month mentoring scheme. This programme is now embedded in the Social Work undergraduate programme and through this programme, the relationship with the Virtual School Team has developed and contributed to our developing understanding of the needs of the care leavers. The programme has not formally been evaluated, however. The mentoring scheme will be added to our evaluation plans with evaluation of the 2018/19 programme informing development of the 19/20 offer. We will also include longitudinal tracking through the Higher Education Access Tracker (HEAT), subject to acquiring the necessary permissions.

In summer 2018 we piloted a summer school for Looked After Children with referrals from the Newham team: the Verbatim Project, in collaboration with Queen Mary, University of London uses verbatim and applied drama to support young people to share their thoughts and have their voices heard in relation to aspirations, goals and barriers. The verbatim testimony has provided university partners with key issues to consider and we now plan to review our support across the whole student lifecycle starting with training provided by the Newham team for those in outreach and student support roles. This pilot project is in the process of being evaluated but initial findings demonstrate that one-to-one support is required to support application, admission and transition for care leavers. We plan to offer the summer school again in 2018/19 and 2019/20 to provide young people who are looked after with an experience of living in halls, with access to university advisers to explore progression plans and with the experience of working collaboratively with current UEL students to share learning experiences and build confidence in the HE learning environment.

Mature students

Given the priority attached to mature students by the Office for Students, and in the 2017 Local London Skills Strategy, in terms of upskilling local populations to access higher level skills opportunities, we will continue to prioritise and build on our work with mature students as part of this Plan. The 2017 London Skills Strategy makes specific reference to the need for an all-age impartial Careers Education Information, Advice and Guidance service and we will make a key contribution to this through the provision of our Matrix accredited Information, Advice and Guidance service. This service supports prospective mature students, often without traditional entry qualifications, into higher education. Our advisers are accessible and able to offer expert, impartial advice to mature students to support decision making, to build confidence and to develop progression plans tailored to individual needs. This service is delivered in collaboration with Birkbeck, University of London and we have an ambitious target to deliver 2800 individual IAG interviews each year by 2019/20.

In 2019/20 we are expanding the number of places available on a dedicated pre-entry programme for mature students ('New Beginnings'), which converts experience and knowledge gained from life and work into academic skills within a collaborative supportive teaching and learning environment. There has been growth in the number of students admitted to undergraduate programmes after successfully completing New Beginnings and typically, retention, progression, completion and achievement for this group of students has exceeded the UEL average: 70% of the students that come through New Beginnings obtain a First or Upper Second-Class degree. We have additionally identified that Black students from New Beginnings tend to perform better than Black students admitted to UEL with different entry qualifications. We will also deliver this programme from a location in the community to support access to this provision.

In addition to our own pre-entry programmes, we plan to remain proactive in our support for Access to Higher Education through our membership of the Open College Network London Region Access HE Advisory Board, membership of the Access Validation Committee at Gateway Qualifications and membership of the QAA Access to HE research group. We are seeking to build on the contribution we make in this area through a strategic partnership agreement with Gateway Qualifications to support the development of new Access programmes, establish clear and direct progression pathways and provide IAG and transition support for Access students.

Low socio-economic groups

As mentioned earlier in this document we have identified through our internal analysis that students entering UEL with some vocational level three qualifications are less likely to complete and achieve 'good honours' and that a greater proportion of these students are from IMD deciles 1 to 4. We are therefore working in collaboration with key college partners to target these students to support successful transition. In 2017/18 we developed a new programme called Curriculum Enhancement through University Partnership (CETUP) to support attainment on vocational programmes through codelivery of modules. We plan to extend this to five curriculum areas in 2019/20.

We are also prioritising young people from low socio-economic groups for the delivery of sustained outreach programmes: we are delivering a programme with one local school to provide interventions for each year group from year 7 to year 10 across a five-year period targeting white students and BAME students from low socio-economic groups.

We are developing a new mentoring programme for delivery in 2019/20 targeted at students from IMD deciles 1-4. Responding to specific needs identified through collaborative work with a school, the local college and the local Council and shaped by a review of the impact of mentoring interventions in schools, we are piloting this project in 2018/19: a six-month mentoring relationship pairing third year

undergraduates with students in year 9. This project is designed to engage young people from IMD deciles 1-4 in thinking about their future career planning from making informed decisions about GCSE options, through post-16 choices and on to thinking about university choices. The programme will include a visit to the local college and to UEL. The pilot programme will be evaluated by the collaborative partners to inform the full roll out in 2019/20.

We are working strategically with Thurrock Council to provide access to outreach opportunities for all schools in Thurrock recognising that we will have the potential to reach many students from low socioeconomic groups through this work. In 19/20 we plan to offer a range of summer school experiences for year 9 and 10 students from low socio-economic groups providing taster days and information, advice and guidance about career planning and HE options.

UEL has been proactively engaged in developing and delivering degree-level apprenticeships as an alternative Higher Education pathway to address skills shortages in key areas. We have worked with industry leading partners such as Barclays, Accenture, Costain and the Laing Group in digital and technology solutions and construction. We will continue to develop this portfolio in order to provide work based pathways to highly skilled employment to contribute to the Government's plan to deliver 3 million apprenticeships in the current Parliament.

Sustained outreach from primary

In 2019/20 we will continue to offer a programme of outreach targeted at under-represented groups starting with years 5 and 6. Our offer is articulated through our Progression Framework developed in response to our theory of change and now is structured around three core objectives: raising awareness; developing skills and knowledge; supporting attainment.

We will offer a range of activities and programmes structured to deliver these objectives and for 2019/20 we will strengthen and increase the amount of work delivered in the attainment strand:

- Extended Project Qualification (EPQ) support programme based on the evaluation of a 2017/18 pilot
- Programmes to support GCSE attainment drawing on the evaluation of a 2017/18 project with the Physiological Society to support attainment in applied and double science GCSEs.

We had planned to launch a pilot programme supporting GCSE Maths and English attainment in the current year but the pilot has been delayed in order to review evidence and build relationships with partner schools to ensure these programmes are fit for purpose as schools and colleges have different needs and objectives.

We will continue to deliver outreach for primary school age students (year 5 and 6) through our external partnerships with IntoUniversity and Debate Mate, with whom we host graduations and debating competitions. In 2018 we are hosting Tutors United's graduation for students from Newham and surrounding boroughs who have completed maths and English sessions to increase attainment in SATS. Our students support attainment raising activities in key local charities through volunteering and other community-based learning. Details of targeted work with primary schools is set out in section three of this plan. **Sponsorships of schools**

We work at a strategic level with schools through our role as lead sponsor of the London Design and Engineering UTC which was developed as a strategic response to meeting specific skills shortages in our sub-region and addressing the under-representation of women in these sectors. Against a backdrop of UTCs struggling to recruit the London Design and Engineering UTC attracted a full cohort in its opening year and was oversubscribed in 2017/18. Female students make up 38% of the student population in Years 10 and 11. The UTC continues to provide a focus for STEM related outreach

including access to UEL labs, mentoring by UEL students and curriculum projects co-designed with academics from our College of Arts, Technology and Innovation.

The University of East London is one of the trustees at the University Schools Trust, East London (USTEL), a Multi Academy Trust with five other universities and employer partners. We seek to develop our collaborative activity through this partnership over the next two years.

In addition, we provide substantial support through enhanced partnerships to a number of schools (and colleges) through membership of governing bodies: we maintain a governor register, and we have re-launched our governor briefings and networking sessions, promoting governor roles to UEL staff aligned to our civic engagement strategy.

We are exploring ways in which to work more closely with our collaborative provision partners on access and participation. A workshop with partners has identified a number of areas for further exploration around sharing practice and approaches.

Success

We have identified the following priorities to reduce gaps in equality in the **success** phase at our institution:

- Between White and BAME categories for continuation
- White students and the main BAME ethnicities in their percentage of good honour
- 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

Our approach for improving continuation and reducing the gaps outlined above includes three key strands:

- the deployment of predictive analytics to identify 'at risk' students and target interventions;
- the development of pre-induction programmes for 'at risk' students; and
- 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 are key components of the UEL approach to improving continuation rates and addressing the gaps we have identified: ensuring that interventions reach priority groups of students. We have introduced a predictive analytics platform, currently provided by Civitas, to analyse a range of indicators and predict which students are most likely to need additional support to stay on programme and succeed. The implementation of predictive analytics is at a relatively early stage, having been introduced for the 2017/18 cohort, but the current platform is predicated on practice in the United States where predictive analytics have been used effectively to increase retention and improve student outcomes (Rubel and Jones, 2017). Integrating predictive analytics into our strategies for student success is developing our capacity to target interventions at an individual student level and ultimately to develop personalized learning journeys for our students.

Our first stage application of predictive analytics in 2017/18 has focused on attendance and programme engagement, highlighting to academic teams those students who are 'at risk' and triggering initial interventions through programme teams and academic advising.

From 2019/20 data-driven decision making will ensure that we allocate appropriate resources to enhance the student journey. We will use funding allocated to this Plan to deliver additional support to students based on individual needs. We know, for example, based upon specific programmes, which predictors are determinants of non-continuation. Students who are classified as less likely (Low) to continue share the following commonalities or powerful predictors: Subject Area (students who change subjects, Education & Development, and Psychology, for example), Age (below 22 and above 32), ethnicity, and students enrolled less than 20 days before the start of the term.

In 2019/20 we will deliver Phoenix Prep, a pre-induction programme designed to support engagement, continuation and confidence building and targeted at those students who are identified as being at risk through our Civitas methodology. The design of this programme builds on the Headstart pilot, first delivered in 2016/17 as a three-day residential experience for forty-seven Applied Sports and Exercise students. Evaluation of this programme, which offered a blend of academic and social activities that were delivered by a mix of staff, current students and alumni, showed a positive impact in reducing initial withdrawal rates, and a higher positive impact on retention for BAME students compared to non-Headstart students. The positive impacts continued with further analysis showing 91% of students from the 2016/17 academic year Headstart still enrolled in December 2017. We expect Phoenix Prep to target 400 students in 2018/19 and 2019/20 and to improve continuation rates for the priority groups identified at the start of the section.

In 2017/18, we reviewed personal tutoring, moving to an academic advising framework supported by an on line platform to capture meetings and action plans. Monitoring of engagement with the new system demonstrated 30% of students engaged with the platform and their advising sessions. Focus groups with staff and students to evaluate this first phase of the new approach indicated an enhanced on line system that would allow academic advisers to monitor student engagement and an expansion of centralized support would increase engagement and the efficacy of referral and follow-up.

The academic advising framework has been further developed to focus on three key areas stretching across the impacts we are seeking for success and progression: (1) employability development (2) academic progress and (3) personal management. An enhanced platform will be developed to ensure that data is captured and used strategically to target interventions and develop personal plans for students. This will launch in 2019/20 and will increase our ability to reach 'at risk' students.

More broadly we seek to improve continuation overall and to address this, we have focused strongly on the first-year experience in 2017/18, extending the induction period to six weeks, introducing key skills for successful study in each of those weeks and introducing more formative assessment in the first semester. We are further developing our approaches for 2018/19 and beyond based on research outlining the importance of early engagement with students as a key driver for success in higher education (Martaugh, Burns & Schuster, 1999; Mbuva, 2011; Alarcon & Edwards, 2013).

Good honours

Our strategy and priorities for action in the student success phase are encapsulated in our Learning and Teaching Framework, 2018-2020. This framework identifies key actions to develop inclusive learning, teaching and assessment practices supported by a range of embedded experiences and targeted interventions.

We recognise the value of: 'student-centred, collaborative teaching', while using learning spaces known to be favoured/appropriate to BAME students and paying attention to classroom dynamics –

allowing BAME students a voice, as recommended by Berry & Loke (2011). Our goal is to create an active learning and teaching environment in which all of our students can find their own authentic voices, strive for academic excellence, develop attributes of confidence and resilience and become employable change makers once they graduate.

We recognise too the importance of real world learning and community based learning where students connect theory and practice and receive feedback on their work. We are undertaking significant redesign of teaching and assessment in order to build this into our programmes.

We are currently undertaking a comprehensive, institution-wide audit of current learning, teaching and assessment methods and practices, to identify correlations between practice and student performance across priority groups. The results of this audit will provide an evidence base and core principles of inclusive practice in curriculum design and teaching delivery as part of our strategy eradicate attainment gaps and create equality of opportunity, in alignment with our Corporate Plan and Access and Participation Plan.

We will provide support for students at Levels 3 and 4 by pairing them with a high-performing Level 5 or 6 student who passed the module. UEL has worked with the HEA to develop the peer assisted learning intervention and has targeted specific modules based on low submission and pass rates as well as modules where students do pass but do not go on to be retained or graduate. In the national Peer Assisted Learning Initiative, managed by the Higher Education Academy, institutions have seen an increase in progression and retention.

In addition to implementing our Learning and Teaching Framework, we are currently undertaking the analysis and self-assessment stage of the Race Equality Charter award for submission in February 2019. This is a key strategic action to address the gaps in equality of opportunity for our students twinned with a focus on staff representation which also impacts on the experience of students from Black Asian and Minority Ethnic backgrounds.

We are increasing our capacity to provide innovative, inclusive and engaging blended learning solutions to allow students to study flexibly. We have upgraded our VLE (Moodle) and are working with Schools to include blended elements in the learning design of their modules, in order to enhance the learning experience and to allow for different types of engagement that match the expectations of our student body. We continue to support the use of technology-enhanced learning solutions such as e-portfolios and voting technology to enhance the learning experience and to provide new opportunities to interact with tutors and peers, inside and outside of contact hours.

Accessibility and support for students with disabilities including mental health

In January 2018 we invited JISC to conduct an accessibility review and will be implementing their recommendations in 2018/19. These include: working to ensure that our VLE is fully accessible to students using assistive/enabling technology; providing training and guidance for staff on how to create accessible content and embedding assistive technology strategies into learning and teaching strategies; and updating, enhancing and communicating the assistive/enabling technology packages we have implemented at UEL to all students. From 2019/20 we will allocate additional staff resource to have oversight of this specialist area, to horizon scan, and to ensure that UEL is embracing and implementing the latest enabling technology and providing specialist training to students with disabilities on how to utilise the available assistive/enabling technology.

We will also be implementing a new CRM module for the Disability and Dyslexia Service as part of an overall review of service processes which will greatly enhance the efficiency of the service. Part of this work is to develop a system for the effective dissemination of a student's support requirements to the staff who need to implement them. This system will reduce reliance on manual processes and provide a clearer audit trail of what action has been taken to support a student. Students will be able to view the progress of their support requirements, feel confident that support is in place and will remain so for the duration of their programmes of study and enable them to easily request additional or alternative adjustments where needed. The CRM Module will also enable targeted messaging at key times more easily enabling us to seek and engage with student feedback and communicate key information and opportunities to our disabled students.

We recognise the sector-level increase in the number of undergraduates declaring a mental health condition and our data shows that those students with a mental health condition have the lowest completion rate at 36.92%. We have increased the staffing dedicated to supporting students with mental health issues and we will allocate additional staffing resource to this key area in 2019/20. We are additionally taking a proactive approach to supporting good mental health, embedding content (e.g. stress management, coping with change and resilience) within the curriculum and at key points in the student journey e.g. during induction and around the time of assessment deadlines.

We have well established partnerships with Newham Improving Access to Psychological Therapies (IAPT) and our local GP practice (Royal Docks Medical Centre) which ensures our students are able to access support as seamlessly as possible.

We have also provided training for all Academic Advisors on identifying when and how to refer students into support services. We will be rolling out Mental Health First Aid training to identified student facing staff alongside Suicide Prevention training. We have established a Mental Health Working Group to develop an institutional action plan around mental health which will link to the Equality, Diversity and Inclusion strategy.

Progression

We have 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

In 2017/18 we developed and delivered a series of workshops targeted to address challenges for some groups of students in the graduate labour market. We expect to have developed this to be repeated in 2019/20. Our aspiration is to adopt an inclusive strategy of embedding employability into the whole student journey from our outreach and pre-induction offer, which develops transferable skills and supports students to plan for their careers from an early stage, through to extending our employer and industry advisory panels across all academic schools.

We are committed to building sustained partnerships with employers to support our ambition to connect our students to the opportunities for highly skilled employment in our region. By appointing Industry Advisory Boards for each subject area we will develop a more structured framework to generate work based learning opportunities for our students such as internships, real world projects and voluntary work.

We have reviewed the ways in which employers engage with UEL and UEL students and have developed a new platform which supports employers to explore options and then set out how they will engage with UEL: mentoring, placements, careers fairs, etc. We expect to have further developed the use of this platform during 2018/19 ahead of it enabling the progression phase of this Plan.

Placements, internships and other employment experiences will become a key component in the development of all new programmes. Three core strands for delivering this are the expansion of work placements at level 6, the awarding of credit for prior knowledge and skills attainment and increasing the number of on-campus job opportunities open up to students. We expect to be able to offer every student an employment experience as part of their programme by 2019/20. The university is revalidating programmes to ensure that work placement opportunities are provided to all students.

The development of the UEL Professional Development Certificate (PDC) is an opportunity for students to gain additional Continuous Professional Development while still a student. Comprising of three 10 credit modules and offering professional and employment modules, students will be able to develop and showcase additional skillsets through an employment-focused portfolio. Recent research has shown that BAME students must show their work to validate their skills (Neugebauer, & Evans-Brain, 2016; Griffiths, Grisedale, McKee, & Nir, 2017; Boyd & Kernohan, 2018). The PDC is an opportunity for all students but we expect BAME students in particular to benefit from being able to showcase and validate their skills.

The UEL Employment Hub & Careers Centre are new online platforms to support employability and access to employment opportunities. Through the Employment Hub, students can connect with employers by applying for employment opportunities, requesting mentors, and scheduling appointments with Career Coaches. The Careers Centre has become an online training resource for students to take psychometric tests, train on particular skills sets, and draft CVs through prepopulated templates. Since the rebranding of these products, student engagement has increased 50%. The UEL Employment Hub has seen average of 1500 students participating in some form of activity each month. The Career Centre has seen over 1000 students complete pre-programmed Career Plans that are developed based on various topics and/or industry.

Progression to postgraduate study is a core part of our overall strategy to increase graduate employability and access to the professions. We are mapping progression to postgraduate pathways and promoting postgraduate study to students from level 5 along with support for timely applications and appropriate preparation for interviews and selection processes.

Evaluation

We are working towards a single evaluation strategy for 2019/20 that enables us to understand the impact of actions we are taking and activities we are delivering across the student lifecycle towards our overall goal of supporting students from under-represented groups into highly skilled employment, reducing the gaps in equality we have identified.

We are taking a two-phase approach to building an effective evaluation strategy which started with a review of our access activities in 2017/18 and the development of a theory of change for the access phase in partnership with CFE Research. Our theory of change identifies the overall intended impact for our access work and the short, medium and longer term outcomes mapped to each strand of our outreach activity:

- Awareness raising activities: developing learners' awareness of HE as an option for them. We plan to evaluate how these activities motivate learners to find out more/engage with other outreach.
- Skills and knowledge: activities and programmes that challenge, inspire and engage, encouraging learners to understand what studying in HE will be like and differences between subjects, as well as developing employability skills to encourage progression through HE into employment. We plan to evaluate impact on skills and knowledge (self-assessment and teacher assessment for some projects).
- Attainment: activities that support young people to fulfil their potential to achieve, to attain the necessary qualifications to reach HE and to develop the academic and transferable skills they need to succeed in HE and beyond. We plan to evaluate through attainment data and progression data.

In progressing the first stage implementation of the evaluation strategy for access we have identified a bank of indicators and methods of collecting qualitative and quantitative data and we are now identifying which indicators and methods of collection will be used for each activity from 2018/19 and into 2019/20.

Each project delivered for this Plan will set out the following: the target the project is seeking to impact on; the resources needed to deliver the project; the data to be collected and the method of collection pre and post project; how the project will be evaluated. We will take a proportionate approach to the evaluation of each project ranging from monitoring through HEAT and participant self-assessment to more in depth evaluation through focus groups and teacher assessment/exam results including for pilot programmes where we are seeking to understand potential impact in order scale work up in 2019/20.

Results and reports including mid-point reviews will be presented to the Access and Participation Plan Steering Group to share and reflect on the learning and to be a first step in disseminating findings.

We will collect monitoring data for all access activities identified in this Plan and utilising our membership of the Higher Education Access Tracker (HEAT). Our first six-month report has provided some initial data on how effectively we are targeting our outreach, particularly in terms of low participation neighbourhoods and low socioeconomic groups. Membership of HEAT will assist UEL in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, drawing on collaborative as well as institutional data.

We plan to extend the theory of change framework developed for our access strategy and activities to the success and progression stages of the lifecycle starting with work early in 2018/19 to develop the short, medium and long term outcomes sought from the approaches set out in these sections of the Plan. We already gather, collate and analyse a range of data and the self-assessment conducted for this Plan has further informed that data we collect and the timeframe for doing so. We will develop success and progression framework to apply to project initiation documentation from the start of 2018/19 to ensure we have a full framework for the start of 2019/20.

Many of the interventions we are delivering to impact on student success and progression are new in 2017/18 and have been developed through reference to a range of research referenced throughout this document. We will be evaluating the impact of these interventions in October 2018.

Evaluation of financial support for students

We will evaluate financial support for students using all three tools in the OFFA toolkit building on previous evaluations where we have used elements of the OFFA statistical tool and our own analysis. The focus of evaluation will be understanding the impact of financial support on addressing the gaps in equality of opportunity for continuation and 'good honours' and for progression to employment. We will use the survey tool in November/December with focus groups in January to inform our strategic planning cycle for the next Access and Participation Plan.

This evaluation will build on previous evaluation of financial support: we have analysed our internally distributed financial support using the OFFA toolkit. Two data sets were compiled for use in the analysis: our continuation cohort data to measure retention into second year and our longitudinal cohort data to measure degree completion within 3 years, degree attainment and graduate outcome.

The analysis used the pre-coded HESA data files and combined these to make robust samples for statistical analysis. For the 'retention' data set, the years 2012/13 to 2015/16 were used and for the 'longitudinal' data set, the years 2010/11 to 2012/13 were used. The SLC household income data was not used as suggested by the guidance, as it could not be accessed and robustly matched with student data within the time available for analysis. Instead, sub-groups were created using the bursary award status and the POLAR QYPR Quintiles as a proxy for deprivation.

The analysis showed:

Continuation: The results of the Binary regression demonstrated a significant difference in terms of continuation between those awarded and those not awarded a Bursary in the lower POLAR quintiles. Those awarded a bursary were significantly more likely to progress to second year compared to those who were not. Whilst this suggests the Bursary scheme is effective, it also suggests that those not receiving a bursary suffered poorer outcomes. In turn this may suggest that there is unmet need within this cohort of students.

Degree Completion: The results of the binary regression demonstrated a significant difference in terms of degree completion between those awarded and those not awarded a Bursary in the lower POLAR quintiles. Those awarded a bursary were significantly more likely to complete their degree compared to those who were not. Whilst this suggests the Bursary scheme is effective, it also suggests that those not receiving a Bursary suffered poorer outcomes. In turn this may suggest that there is unmet need within this cohort of students.

Degree result: The results of the binary regression demonstrated no significant difference in terms of degree or higher degree result (First) between those awarded and those not awarded a Bursary in the lower POLAR quintiles.

Positive or negative destination: The results of the binary regression demonstrated a significant difference in terms of positive or negative employment/study destination between those awarded and those not awarded a bursary in the lower POLAR quintiles. Those awarded a bursary were significantly more likely to achieve a better outcome after their degree compared to those who were

not. Whilst this suggests the bursary scheme is effective, it also suggests that those not receiving a Bursary suffered poorer outcomes. In turn this may suggest that there is unmet need within this cohort of students.

Based on these findings and earlier analysis of small bursary schemes allocated by our Student Money Advice and Right Team (and documented within our 2018-19 Access Agreement) we have structured our bursary offer to support (1) continuation and completion and (2) progression to employment and further study alongside our Care Leaver and Foyer Bursary.

Monitoring

The Access and Participation Plan Steering Group has been established to lead the development, implementation, monitoring and evaluation of the Plan. The Steering Group, currently co-chaired by the Director of Civic Engagement and the Director of External Relations will ensure that the provisions in the Plan are delivered and will report progress against milestones and gaps through the Education and Student Success Committee of Academic Board.

The remit of the Steering Group is to monitor the implementation of the activities identified to address gaps in equality of opportunity, to review the impact of activities and progress against targets, to make recommendations about further work including developing the next Access and Participation Plan and to ensure that effective practice is shared across the university and through stakeholder networks. To be effective in its remit and to ensure alignment with other activities to improve student outcomes and to advance equality of opportunity, the members have been drawn from across academic schools and professional services including representation from the Student Union and the Race Equality Charter Self Assessment Group. The Steering Group will be supported by working groups focusing on success and progression, data analysis and evaluation, financial support for students. A dedicated project management resource will ensure effective monitoring systems are in place and to highlight to the Steering Group where action needs to be taken to ensure provisions of the Plan are delivered.

In addition to the committee oversight structure for our Plan, we will be further developing greater demographic detail into current institutional KPI reporting to the Board of Governors during 2018/19 so that it is familiarised with such detail ahead of receiving monitoring reports of progress with this Plan during 2019/20 and 2020/21. The Board already receives institutional-level performance updates on Continuation, Good Honours and Employability alongside other key measures, but the forthcoming annual cycle will be used ahead of 2019/20 to trial more demographically detailed reporting. Dashboards will be enhanced and/or created during this period for use by staff as part of current annual monitoring processes to further embed the central importance of access and participation requirements.

Equality and diversity

Our Access and Participation Plan sets out measures we will take to advance equality of opportunity between those who share a protected characteristic and those who do not, highlighting a number of areas where we have gaps to address.

As part of preparing this Plan we have completed the UEL Equality Analysis process and can demonstrate due regard for the Equality Duty as set out in the Equality Act 2010.

The Plan aligns with our Equality, Diversity and Inclusion (EDI) Strategy 2017-21, in particular, the following two of the three strategic aims: embedding inclusion across all aspects of our operations and creating a student experience which supports all of our students to succeed. Targets set for closing

the attainment gap for our 2018/19 access agreement and carried forward into this plan are also contained within our EDI Strategy.

The improvements to data collection, analysis and evaluation of engagement and impact articulated earlier in this document strengthen our ability to understand gaps in equality and to address them through our interventions.

We have an institutional focus on and commitment to race equality. The Race Equality Charter selfassessment team was established in March 2017 in preparation for an institutional submission for the Race Equality Charter Mark in February 2019. The self-assessment process has encompassed detailed analysis of gaps in equality for different ethnic groups and a survey of staff and students. These have been shared with all Schools and Services. In addition, a series of workshops are being delivered to engage staff in exploring and understanding the data and the survey findings in order to inform and develop the actions we will take to progress race equality. The Race Equality Charter team organised the first student conference on Equality, Diversity and Inclusion. We expect this work to inform the delivery of our interventions in 2019/20 and the detail of future Access and Participation Plans.

In addition to the work carried out by the Race Equality team, our Human Resources team have developed an online training module focused on raising awareness about unconscious bias. This module is available to all staff and it is compulsory for those who serve on interview panels.

Student consultation and involvement

We have representation from the University of East London Students Union (UELSU) on all committees and groups charged with the development, implementation, monitoring and evaluation of the Access and Participation Plan and UELSU representatives were invited to comment on the proposed structures and committees.

A student focus group was convened to review the proposed development process and key themes for consideration.

The draft Plan was shared with UELSU staff and officers at two different stages in its development and feedback received confirmed that UELSU were content with the draft and committed to working in partnership to implement and evaluate the Plan. The draft was also circulated to the students who attended the focus group for comments and questions.

UEL students are currently engaged in researching key aspects of our access, success and progression offer in the areas of engagement with and barriers to volunteering and the experiences of student parents. Findings will be shared with the APP Steering Group. Two other committees have also been formed to allow students various opportunities to feed into decision making about services. In 2018, we launched the Student Sounding Board managed by the CfSS: this group will be given the opportunity to review and shape Student Success and Progression projects. The Alumni Advisory Board will also be provided an opportunity to reflect on their experiences at university and provide the Steering Group, and other university offices feedback to improve the student experience.

SECTION THREE: ACCESS, SUCCESS AND PROGRESSION MEASURES

The following tables set out an overview of our access, success and progression measures, and identify the focus area for each measure, indicating where these interventions are targeted at specific priority groups in response to our assessment of our own performance and Office for Students priorities.

Access	Access: Progression Framework Reference
Students with disabilities: Deliver a series of summer schools to support the transition of students with disabilities, to build formal and informal networks, to introduce specialist support and to provide advice and guidance with the aim of supporting more students with disabilities to make a successful transition	Skills and Knowledge
Students with disabilities: Deliver extended project linking seven schools to explore a range of learning and progression to HE experiences within an ‘in residence’ format. To build ongoing relationships with students and professionals to raise awareness, support career planning and to familiarise students with learning in an HE environment to support more students to plan for and make the transition to HE.	Awareness Skills and Knowledge
Low Participation Neighbourhoods: Complement NCOP funded outreach by delivering providing awareness raising, taster days and skills days to year 7 and year 8 and plan for legacy beyond NCOP to ensure sustained programme	Awareness Skills and Knowledge
LAC and Care Leavers: summer school programme using verbatim theatre to familiarise students with the HE environment, to explore goals and progression opportunities and to provide specific IAG for participants and support with applying. <i>Specific evaluation of the particular intervention of verbatim theatre including additional outcomes are care leaver voice</i>	Awareness Skills and Knowledge
LAC and Care Leavers: mentoring programme with HE students as role models and mentors including sessions taking place on campus to celebrate outcomes, consider next steps in education journey and link to IAG offer for individual students. Consider associated taster programme in response to evaluation of mentoring programme.	Awareness Skills and knowledge
Information, advice and guidance for mature students: expand the service to provide 2800 advice sessions in 2019/20 and develop satellite provision in a community location to support mature student access.	Awareness Skills and Knowledge
Mature students preparation for HE: significantly expand the number of New Beginnings course places to support mature students without formal qualifications to access HE and to prepare students for successful academic study.	Skills and Knowledge Attainment
Low socio-economic groups: mentoring project to support Year 9 students through GSCE options choices including visits to university, college and employers. <i>Specific evaluation developed with the school.</i>	Awareness Skills and Knowledge
Low socio-economic groups: deliver 5 CETUP programmes supporting attainment at level on vocational programmes and developing skills for successful academic study.	Skills and Knowledge Attainment

Low socio-economic groups: deliver HE awareness, skills and taster provision for every year group in one target school, building to five engagements across year 7 to 11 to raise awareness, knowledge and understanding and to explore the impact of multiple targeted interventions.	Awareness Skills and Knowledge
Primary: higher education awareness and career-focused taster days for years 5 and 6. Schools are selected using deprivation indices and which feed into our secondary school priority partner institutions to enable a sustained engagement programme of activities with these young people throughout their education in Newham.	Awareness
Primary: paired reading programme with staff and students in UEL supporting young people in years 5 and 6 with reading and comprehension to raise attainment and improve final SATS results. Programme based on previous pilot programme with positive impact on pilot cohort.	Attainment
Secondary: based on the Phenomenal Physiology project supporting GCSE attainment expand to three additional GCSE subjects.	Attainment
Colleges: Bespoke transition plans will provide from a selection taster sessions, information sessions in college, transferable skills sessions, academic and higher education study skills and student finance/student life. The programmes are being built in response to the specific requirements of each college to support progression to HE for students from low socio-economic groups.	Awareness Skills and Knowledge
Future Series Summer Schools: career-focused summer schools targeted at students from a range under-represented groups including LPN, care leavers, students with disabilities and those from low socio-economic groups. Content supports the development of transferable skills and aims to support Gatsby benchmarks 4, 5 and 7.	Skills and Knowledge Attainment

Success	Learning and Teaching Framework Reference
Address equality gaps in continuation: Phoenix Prep Deliver a pre-induction programme for those identified as 'at risk' through predictive analytics including all target groups identified to reach 400 students in 2018/19. We anticipate scaling this further in 2019/20 based on evaluation of the 2018/19 programme. We expect this programme to reduce early withdrawals and non-continuation in the short term with longer term impacts to be monitored including into graduate employability.	Academic Excellence/Progression/ Retention
Addressing equality gaps in continuation: Academic Advising Implement academic advising platform to target reach 'at risk' students including all target groups identified. In relation to continuation the focus is personal management and academic progress The meetings are underpinned by an online survey form, which collects data at the beginning and the end of each term (4 meetings per academic year) and gives the opportunity to provide the student with action points for the next meeting.	Academic Excellence/Progression/ Retention

<p>Improve continuation: enhanced induction phase Implement enhanced induction for new entrants to support transition, to connect students to services and support and to build social and community networks</p>	<p>Academic Excellence/Progression/ Retention</p>
<p>Address equality gaps in continuation: Diagnostic and formative assessment in first semester All students will undertake some form of diagnostic assessment for new students from the start of 2019/20 to inform the support they need in the first year. Assessments for new entrants to level 3 and 4 in the first semester will be formative to build students’ understanding, competence and confidence in engaging with assessment.</p>	<p>Academic Excellence/Progression/ Retention</p>
<p>Addressing gaps in equality for the achievement of ‘good honours’: Development of inclusive learning and teaching</p>	<p>Learning and Teaching Innovation</p>
<p>The Learning and Teaching Framework provides a strategy for the university-wide development of inclusive practices to address gaps in equality in attainment with rapid implementation schedule for 2018-2020.</p>	
<p>Addressing gaps in equality for the achievement of ‘good honours’: Peer Assisted Learning will provide support for students at Levels 3 and 4 by pairing them with a high-performing Level 5 or 6 student who passed the module. UEL has worked with the HEA to develop the peer assisted learning intervention and has targeted specific modules based on low submission and pass rates as well as modules where students do pass but do not going on to be retained of graduate. In the national Peer Assisted Learning Initiative, managed by the Higher Education Academy, institutions have seen an increase in progression and retention.</p>	<p>Academic Excellence/Progression/ Retention</p>
<p>Support for students with disabilities: Allocate staffing to developing our assistive technologies and implement system for managing student support requirements</p>	<p>Academic Excellence/Progression/ Retention</p>
<p>Support for students with mental health conditions: Increase staffing in counselling roles to support students and develop wider wellbeing offer including embedding workshops and training for staff in Mental Health First Aid.</p>	<p>Academic Excellence/Progression/ Retention</p>
<p>Progression</p>	<p>Learning and Teaching Framework Reference</p>

<p>Address equality gaps in graduate outcomes: expand UEL’s employability, employment and employer engagement platform. This platform allows for academics and professional services to work collaboratively around employability initiatives (i.e. internships, placements and part-time work). In the first three months of the system’s implementation, students have been engaging with the career and employment support of the platform: 14% of currently enrolled students have begun to use their accounts. 821 of those students have submitted their resumes for review to our Career Coaches and 509 of them have applied for employment opportunities. The platform will also be used to manage embedded placements and professional mentoring matching with students.</p>	<p>Graduate Outcomes</p>
<p>Addressing equality gaps in graduate outcomes: Graduate readiness embedded into programmes: From 2019/20 a 3-step programme will implemented across all eligible programmes. At Level 4, students will have an in-module CV and covering letter summative assessment. At Level 5, a summatively assessed mock interview, plus a requirement to undertake a volunteering position. At Level 6, a summatively assessed graduate-level placement and selfreflection assessment.</p>	<p>Graduate Outcomes</p>
<p>Addressing gaps in equality for graduate outcomes: Extend volunteering community based and global learning opportunities: we currently provide opportunities for volunteering and civic engagement as part of our co-curricular offer. From 2019/20 these opportunities will be significantly expanded to support students experience real world learning that also benefits our local communities and strengthens our community engagement.</p>	<p>Graduate Outcomes</p>
<p>Addressing equality gaps in graduate outcomes: Employer Advisory Boards and Accreditations: As well as the potential positive impact on recruitment, PSRB accreditation ensures the currency of the student experience and alignment to employer priorities. The proposal is for all programmes to be accredited or to have one or more industry sponsors who are active in the ongoing evolution of the programme. Sponsorship would involve employers’ engagement in the ongoing evaluation of the curriculum, with potential for opportunities for visits to the workplace, collaborative projects, live briefs, mentoring, etc. Advisory boards will be required for each cluster of programmes.</p>	<p>Graduate Outcomes</p>
<p>Addressing equality gaps in graduate outcomes: The Professional Development Certificate (PDC): The PDC is a University-wide 30 credit (3 x 10 credit modules) co-curricular programme at level 4, designed to help make our graduates more employable by providing an opportunity to acquire extra credits in a programme which stands alongside their degree, on modules which are specially designed to embed a range of eight rigorously researched employability competencies. Successful students will therefore graduate with two awards. PDC assessments will be innovative and practical in</p>	<p>Graduate Outcomes</p>

<p>nature, and will provide our students with meaningful evidence to support their employability narrative. The pilot phase will run from January 2019</p>	
<p>Addressing equality gaps in graduate outcomes: Employer and Reverse Employer Mentoring: Trought, F. (2012) indicates that employer mentoring has significant positive impact on student retention, progression and the ability for graduates to find employment. The proposal is for the expansion of the current Employer Engagement scheme to reach every student at some point of their study at UEL. Reverse employer mentoring will be a new initiative with a focus on students assisting employers in matters of reaching specific target audiences. For example, assistance in social media and demographic identification and targeting will help our students to network and support their employability narrative.</p>	<p>Graduate Outcomes</p>
<p>Academic Advisor and Careers/Employability: The third element of our new academic advising framework focuses on employability development from the first year of study using CareerUEL, a tool developed by the HEA, to provide qualitative and quantitative analysis of a student’s career development. This data can be used to provide actions for the individual and analyse an entire cohort’s career trajectories.</p>	<p>Graduate Outcomes</p>
<p>Targeted activities: in 2017/18 we delivered three separate programmes of workshops and panel events for mature students, for BAME students and for students with disabilities. Speakers have included partners such as the Stephen Lawrence Trust, Creative Access and Transport for London for example at the BAME and Beyond workshops and each workshop series has included contributions for our alumni as role models. We plan to further develop these programmes, initially based on feedback from students and then on impact through our overarching monitoring and impact analysis and to develop similar programmes reaching young students where we have identified gaps in equality of opportunity.</p>	<p>Graduate Outcomes</p>

Financial Support for Students

Our bursary schemes for 2019/20 are available to Office for Students student target groups only and are outlined below:

Engagement Bursary (Awards ranging from £100-£2,000)

Our Engagement Bursary has been designed to enable our undergraduate students from low income backgrounds to engage and succeed. This targeted funding derives from an understanding of the main

financial barriers that our under-represented student groups face. This scheme is open to our Home and EU full-time students, from low income backgrounds; requiring financial assistance for any of the following categories:

- Childcare costs
- Travel costs
- Disabled Students Allowance (DSA) computer equipment contribution
- Summer support (students unable to work over the summer period, due to caring responsibilities, disability or long-term sickness)

Progression Bursary (Awards ranging from £100-£2,000)

The Progression Bursary will focus on supporting employability by targeting low-income, undergraduate student groups with financial barriers in the following broad areas:

- Travel and adjustment costs, in particular for students with disabilities (for instance attending integral work placements and engaging with study abroad opportunities and cocurricular opportunities)
- Job interview expenses for final year students
- High course related costs for final year students (for instance support with the costs of final year projects and shows for courses such as fashion, art, photography etc.)

Care Leaver and Foyer Bursary (Awards ranging from £1,000-£1,500)

This will be a continuation of our current offering of £1,000 per year given to full-time, 'home' students, aged under 25 years, who are care experienced or have lived in a Foyer (up to a year before commencing study at UEL). Students who choose to live in University-owned accommodation will be eligible to apply for an additional £500 contribution in their first year of study towards their rent and deposit.

All bursary schemes are subject to application, assessment by our Student Money Advice and Rights Team and availability of funding.

SECTION FOUR: INVESTMENT

We have committed to investing £6,175,832, 22.2% of our higher fee income (HFI), on the measures set out in our Access and Participation Plan in 2019/20. The balance of expenditure across the lifecycle stages will be:

- Access - £1,450,000 (5.2% of HFI)
- Success - £1,895,837 (6.8% of HFI)
- Progression - £1,800,995 (6.5% of HFI)
- Financial Support for Students - £1,029,000 (3.7% of HFI)

We continue to make a significant contribution to widening access however we have gaps in equality of opportunity in the access phase to address and we wish to enhance transition for all priority groups as part of our overall strategy for success and progression. In addition, we are seeking to grow our pre-entry work for mature students in response to the priority afforded nationally and locally. We are also planning to increase the work we deliver to support attainment and to further develop our Progression Framework for sustained engagement.

Improving continuation and the proportion of students achieving 'good honours' remain key priorities for the University and we have identified a number of gaps in equality of opportunity to address.

Graduate employability has improved in recent years, but there are persistent gaps in securing 'highly skilled' employment for students with disabilities and BAME students. We are investing in systems and approaches to facilitate the greater targeting of support to students whilst enhancing the place of employability within our programmes and our co-curricular offer.

We have stabilised our financial support for students following the review undertaken last year and the subsequent withdrawal of our broadly targeted bursary schemes in favour of an increased focus on financial support which addresses barriers to engagement, student success and progression.

We will also allocate funding to support the implementation of our evaluation strategy.

We will continue to align OfS student premium funding to supporting students with disabilities and to driving our broader strategies for improving student outcomes forward. We have estimated investment in 2019/20 of £2,528,959. We have secured funding from two NCOPs to deliver programmes until the end of 2018/19 and we await developments on the programme's funding beyond this point.

SECTION FIVE: PROVISION OF INFORMATION FOR STUDENTS

We will publish clear, accessible and timely information for applicants and students on the fees that we charge and the financial support that we offer through a range of media including via UCAS and SLC, our website and our publications and social media channels.

We will also deliver workshops and road shows in schools, colleges and community locations. Our Matrix accredited IAG service offers an individually tailored guidance service and our Student Money Advice and Rights Team offer specific financial guidance for students pre and post-entry.

The Access and Participation Plan will be published prominently on the UEL website.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

All fees will be subject to inflationary increases permitted by Government regulations or those permitted under the Teaching Excellence Framework in future years.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,000
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree	Italia Conti Academy of Theatre Arts Ltd - 10000528	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- 2017/18 onward starters	£6,930
Foundation degree		£6,930
Foundation year / Year 0		£6,930
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£6,930
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Other (please give details in Description column)	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Percentage of young full time first degree entrants from NS-SEC 4-7	No	2013-14	53.6%	53.6%	53.6%				Discontinued as per the guidance. Replaced by T16a_07
T16a_02	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Non-continuation rates	No	2012-13	11.9%	11.3	11.2	11.1	11		
T16a_03	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	BAME good honours attainment for young students	No	2013-14	52.46%	62.5%	65.0%	68.0%	70.0%		
T16a_04	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	BAME good honours for mature students	No	2013-14	46.62%	62.0%	65.0%	68.0%	70.0%		
T16a_05	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	BAME UK Domiciled full time first degree students in graduate level work or further study	No	2013-14	45.2%	54.0%	56.0%	58.0%	60.0%		
T16a_06	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Percentage of full time undergraduate students who are in receipt of Disabled Students' Allowance	No	2013-14	6.4%	8.2%	8.2%				

T16a_07	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	No	2015-16	8.4%	8.55%	8.6%	8.65%	8.7%		
T16a_08	Student success	Mature	Other statistic - Mature (please give details in the next column)	Good honours for mature students	No	2014-15	61%	66.0%	68.0%				
T16a_09	Progression	Mature	Other statistic - Mature (please give details in the next column)	Mature UK domiciled full time first degree students in graduate level work or further study	No	Other (please give details in Description column)	53%	58.0%	61.0%	64.0%	65.0%		
T16a_10	Progression	Disabled	Other statistic - Disabled (please give details in the next column)	UK domiciled full time first degree students with a declared disability in graduate level work or further study	No	2016-17	50%	55.0%	56.0%	57.0%	58.0%		
T16a_11	Progression	Multiple	Other statistic - Other (please give details in the next column)	White working class UK domiciled full time first degree students in graduate level work or further study	No	Other (please give details in Description column)	47%	50.0%	52.0%	54.0%	56.0%		
T16a_12	Access	Multiple	Other statistic - Other (please give details in the next column)	White working class UK domiciled full time first degree new entrant enrolments	No	2016-17	258	312	343	378	416		

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Mature	Outreach / WP activity (collaborative - please give details in the next column)	To deliver one to one guidance interviews via a single, holistic Information, Advice and Guidance service in partnership with Birkbeck, University of London.	Yes	2013-14	2191	2700	2800	2900	3000		
T16b_02	Access	Other (please give details in Description column)	Other (please give details in Description column)	UK domiciled full time first degree new entrant enrolments from East London Skills and Employment Federation colleges	No	2016-17	319	459	528	608	699		
T16b_03	Access	Attainment raising	Other (please give details in Description column)	Number of students completing GCSE English and Maths attainment raising programme	No	Other (please give details in Description column)	0	60	80	100	120		New programme so target is based scope of programme design. Outcome target to be added next year once programme is established and baselined.
T16b_04	Access	Mature	Other (please give details in Description column)	Enrolments on pre-entry programmes	No	2015-16	171	650	700	750	800		