St Mary's University, Twickenham, London

Access and Participation Plan: 2025-26 to 2028-29

Contents

1. Introduction and strategic aims

1.1   Context and Mission

St Mary's University began in 1850, as a benevolent teacher training college to serve Catholic schools in London. This initial commitment to the transformative possibilities of education, across all sectors of society, and to equity of opportunity for all, still lies at the core of our mission, as we approach our 175th Anniversary. Four core values underpin what we do: inclusiveness, generosity of spirit, respect, and excellence, and our 9year strategy, 'Vision 2030'[1], outlines our approach and forms the guiding structure for our supporting strategies, operating plans, team and individual targets. Vision 2030, set by the Vice Chancellor's Office and approved by the Board or Governors, frames our core mission, purpose, and commitment to our statutory duties, including those under the Equality Act (2010) and the Higher Education and Research Act (2017). The first of the five pillars in this strategy is 'Achieving Student Success', which identifies how we strive to prepare our students, whatever their backgrounds, for rewarding lives, successful careers, and social commitment, with a balance of support, challenge, and celebration. Through excellent, research-informed teaching, extracurricular engagement opportunities and appropriate access to support, we enable our students to flourish while they are with us, and beyond. We have a compelling reputation for valuing students as individuals and an outstanding record for student support and satisfaction. The University improved its strong position in the NSS (National Student Survey) 2024, ranking top five nationally[2] for Learning Opportunities, Academic Support, and

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[1] https://www.stmarys.ac.uk/about/vision-2030/about.aspx
[2] Excluding specialist providers

Organisation and Management and top ten for Teaching on My Course, and Student Voice, and, first in London for Academic Support and Organisation and Management, and top five in four other categories.

1.2   Students and Courses

Our clearest identity is as a relatively small campus university in an outer London residential suburb. We have a strong reputation for our exceptional teacher education (rated as Outstanding in all categories by Ofsted in May 2024, for the third consecutive time) and our sector-leading sports and allied health services provision. More recently, we have begun to establish new programmes (e.g. computer science and occupational health) and collaborative franchised partnerships (particularly business, law, sports, and Foundation Year programmes), specifically to expand our models of delivery and broaden our reach to a more diverse student body. We have also recently received approval from the GMC (General Medical Council) to develop a Medical School during the period of this APP. In 2023/24, we have a population of 7,250 students studying for awards between L3 and L7, structured across three Faculties (Business and Law; Sports, Technology and Health Sciences; Education, Theology and The Arts) and including students at HESA partners. Of these, 5,060 are UK domiciled, full-time, first-degree students (including HESA partners) who fall within the specific remit of this Plan.

1.3   Aims and Ambition

We are strongly committed to widening access to Higher Education and to eliminating gaps in outcomes between different student groups, and we welcome the opportunity this Access and Participation Plan (APP) gives to set out how we intend to address inequalities and barriers in student access, success, and progression. Through our previous APP[3], we have made significant structural and operational changes and have developed an ambitious approach to widening access and improving outcomes, which we plan to consolidate, develop, and expand over the next APP cycle. We now have a strong and cohesive approach to addressing WP through our dedicated WP team, as well as effective collaborative working with Academic Faculties, Student Support Services, Professional Services, and the Students' Union (SMSU). Despite the disruptive impacts of 2 years of Covid-related upheaval, the worst cost of living crisis in 40 years, and against a backdrop of sector-wide decline in student mental health and wellbeing, we have made clear progress in nine of our thirteen previous APP targets, with particular success in relation to disabled and mature students. However, we recognise that the current economic and social climate, together with the long-term educational impacts of Covid-19 for HE[4][5], do not affect all sectors of society equally and all continue to raise significant ongoing challenges for our students[5]. We also know that we have further work to do, particularly in relation to closing ethnicity gaps, especially where this intersects with other demographic factors, such as gender, prior qualifications, and socioeconomic status

1.4   Whole Provider Aims

Our overarching aim is to challenge, support and celebrate our WP students through Whole Provider Approaches (WPAs), embedding our WP strategies into areas such as programme and assessment design, sustained induction and engagement programmes, enhanced personal tutoring, 'students at risk' interventions, and academic, pastoral and well-being support, with our APP ambitions at their core. We will focus particularly on students entering with non-A level qualifications, as our data shows that where this intersects with other characteristics (particularly ethnicity and gender), the largest gaps exist. We will use the expertise and experience of our outstanding WP Outreach work (AimHigher Institution of the Year in both 2022 and 23), Foundation Year, and excellent Teacher Education programmes, to develop and enhance an ambitious

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https://apis.officeforstudents.org.uk/accessplansdownloads/2024/StMarysUniversityTwickenham_APP_202021_V2_10007843.pdf

[4] https://cosmostudy.uk/

[5] https://www.hepi.ac.uk/2024/05/09/a-minimum-income-standard-for-students/ [6]

https://www.nus.org.uk/new_data_reveals_the_hidden_student_job_crisis [7]

UUK Stepchange: mentally healthy universities report.

approach to this work, and ensure that our curriculum, teaching, and student support are sensitive and responsive to students' prior learning experiences. Around 60% of our students do not live on campus or in local accommodation and we recognise that commuting presents particular barriers, particularly for students who have not left their home environments to study, and who frequently balance multiple responsibilities[6], therefore, our work will also focus on this area. We will aim to support students proactively and appropriately to increase their confidence, sense of belonging and wellbeing[7], to achieve and enjoy their time with us.

1.5   Targeted Interventions

The WPA will be strengthened and enhanced by research-led targeted initiatives to address explicit inequalities or risks for specific groups, identified through our analysis of performance. Our approach will be to ensure we have a range of high-quality initiatives to support and celebrate our students; we will avoid deficit thinking but will address systemic barriers within and beyond the university and equip students with skills, experiences, and motivation to flourish. The size of our UG population means that many of our initiatives will feature 'small-n' cohorts[6], but this does not reduce our commitment to excellence in planning, delivery, and evaluation to maximise our resources. Such interventions will include: our exceptional Times Higher Education shortlisted and London Higher award winning 'Get Set for Success' sustained induction and belonging programme; a comprehensive range of peer mentoring opportunities; a rich and varied student engagement programme; wellbeing initiatives targeted at particular risk groups; career development initiatives for students from minoritised ethnicities; employer and research internships; and our outstanding outreach and community work. We will also address the extremely small but multiply disadvantaged groups, who do not meet numerical thresholds for meaningful data-driven targets, but whose outcomes are of huge importance to us at each stage of the student lifecycle. Initiatives will include our Times Higher Education award-winning 'St Mary's Cares' provision for students from care experienced or estranged backgrounds, which we will expand to encompass student carers; and our work as a sanctuary university for students seeking asylum or refugee status[9].

1.6   Impact Evaluation

We will adopt a Theory of Change approach[7] to ensure that we always integrate strong theoretical grounding with effective practice, to inform the design, delivery, and evaluation of our interventions. To maximise, capture and demonstrate impact across the full range of access and success action, we will utilise both external evaluation frameworks[8] and a range of internal evaluation methodologies. In 2021, we recruited a WP Research and Impact Evaluation Officer, which has enabled us to produce impact evaluation protocols and materials and evaluate our key interventions and initiatives. But we recognise that we have further to go in this area and so, in preparation for this APP delivery, we will need to increase the resource and capacity of WP Research and Impact Evaluation in 24/25 to enhance APP evaluation across the student lifecycle, meet the Office for Students (OfS) expectations for impact evaluation, facilitate the publication and dissemination of what does or does not produce positive outcomes and deliver high quality evaluation and publication of WP work. We will also develop this work by collaborating with other HE Providers[9] and working closely with our SMU research centres for Wellbeing in Education, Education of Marginalised Children and Young Adults, and the Bakhita Centre for research on slavery, exploitation, and abuse. We recognise and celebrate our many shared aims, objectives and expertise; this will benefit our WP research work and support us in providing equity of experience for all students across the university.

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[6] https://taso.org.uk/evidence/evaluation-guidance-resources/impact-evaluation-with-small-cohorts/ [9] Application for Sanctuary Status currently with Universities of Sanctuary for consideration

[7] https://www.nerupi.co.uk/the-theory/the-need-for-theoretical-grounding
[8] Including current OfS self-assessment tools, NERUPI framework and forthcoming TASO outputs
[9] Including Kings College London, University of West London and South London & Maudsley NHS Trust, our collaborators on the 'Mind the Gap' OfS mental health project: https://www.officeforstudents.org.uk/publications/mental-health-fundingcompetition-final-evaluation-reports/

1.7   Improving Data to Support Evaluation

To support the implementation and evaluation of APP activities, we will continue to use the Higher Education Attainment Tracker (HEAT) and all available OfS data and resources, but we have also developed a number of new, focused, internal data sources which have significantly extended our understanding of our student population and patterns of access, engagement, and outcomes. A new PowerBI dashboard, jointly developed by Strategic Planning analysts and WP staff, and aligned to the OfS Dashboard and EORR metrics, has significantly increased the quantity, quality and reliability of WP data that staff can access, and will improve the ways that data is analysed and used to target resources and initiatives in support of our APP. Following recent TASO findings that effective use of learner analytics may enable us to identify students experiencing challenges at an earlier stage and intervene in a timely way to improve their outcomes[10], we are developing a new learner analytics platform (Student Engagement Platform – STEP) to improve our understanding of student behaviours and effective support. This, together with a Recruitment Customer Record Management System, Student Services Case Management System and Curriculum Management Platform (all currently in development) will enhance our understanding of student access and engagement with our academic, support and social offer, and emphasise our institutional priorities for the APP. We will ensure that improved data will clarify ownership and oversight of analysis and interventions, target resources, enhance decision-making and monitoring the quality and outcomes of interventions, facilitate local level responses, and enable innovation.

2. Risks to equality of opportunity

2.1   Approach to Identifying Risks: consultation and analysis of data

To identify our risks, we undertook both a detailed assessment of all available data on our performance, and a comprehensive, university-wide staff and student consultation, through questionnaires, focus groups and a staff/student working group with representation from all relevant areas of the university (See Annex A)

Our analysis of data was undertaken primarily using the OfS access and participation data dashboard and HESA data for 2022/23, supplemented with internal data, where appropriate. We used the OfS Equality of Opportunity Risk Register (EORR) to inform the creation of a PowerBI dashboard, which allowed us to scrutinise data in more detail, including at School and Faculty level. Through this dashboard we were able to analyse data for relevant characteristics currently not included in the OfS dashboard (e.g. entry qualification), to examine intersections, and to isolate specific risk features; where ethnicity appeared as a risk, for example, underlying barriers such as entry qualification or commuting could be disaggregated. This dashboard will also support us in targeting activities, prioritising resources, and monitoring outcomes, after APP implementation.

This assessment of performance supplied the quantitative data to evidence the greatest inequalities at each point of the student lifecycle, for one or more of the groups identified at greatest risk of unequal experiences or outcomes. At the same time, questionnaire and focus group findings triangulated the quantitative data with qualitative findings, in a consultation design particularly driven by attention to students' lived experiences. Staff and students identified perceived risks and barriers to equality of opportunity, that our students face, and strategies or approaches successfully used or suggested for implementation. As the consultation progressed, we introduced data from our assessment of performance in an iterative cycle, which drove the objectives, targets and strategies outlined in all subsequent sections of this APP. The inclusion of qualitative data ensured we were continually mindful of the multiplicity of our student and staff voices, which. is particularly important to us, as our small cohorts can skew our quantitative data and/or mask critical areas for consideration.

2.2   Risk Categories

Through our examination of the quantitative and qualitative data, we identified the demographic characteristics linked with disparities in access, continuation, completion, attainment, and progression, compared to their comparator groups. Closer examination of intersections in data also enabled us to identify common underlying features which suggest systemic barriers and heightened risk.

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[10] TASO evidence toolkit: Learning analytics. https://taso.org.uk/intervention/learning-analytics-postentry/.

For SMU students[11], the characteristics associated with the most significant Risk Categories (RCs) at various stages of the lifecycle are:

1 Prior educational experience (qualification type)

2 Ethnicity

3 Gender

4 Socio-economic deprivation indicators (TUNDRA/ IMD/ FSM)

5 Multiple disadvantage (e.g. care experience/ caring responsibility/ asylum-seeking or refugee experience)[12]

6 In conjunction with all above characteristics, commuter students who have not left their home environment to study are at increased risk of inequality of opportunity, therefore this will be included in our objectives

2.3   Indications of Risk (IOR)

Our assessment of performance was used to identify our risk categories (RCs) and the OfS EORR was applied to identify how the indications of risk are associated with risks to inequality of opportunity, as below

2.3.1.   RC1: QUALIFICATION ON ENTRY

The proportion of students entering SMU with A levels has decreased from 49% to 35.6% between 2017/8 and 21/22 and there are clear intersections with gender and ethnicity. Since 2018/19, male students are more likely to hold BTEC qualifications than A levels, whereas A levels remain the most common entry qualification for females. Similarly, approximately 40% of white and Asian student entrants hold A levels, compared to 18% of Black students. This impacts on student success, with clear and persistent continuation and completion gaps based on highest qualification on entry (4-year aggregate gaps between A level and BTEC of 10.4pp and 17pp respectively) and an awarding gap of 21.6pp in 21/22.

> **IOR1: Awarding, continuation and completion gaps between students entering with A-Levels and those entering with BTEC qualifications.**
>
> **EORR RISKS**: Insufficient academic support, insufficient personal support, perception of higher education.

2.3.2   RC2: ETHNICITY

Asian students enter SMU in lower proportions than our status as a London university, with neighbouring areas with high Asian populations, would suggest. (Increased from 7.3% to 10.4% of UG population between 2018 and 2023, but low compared to London population of 20.7%).

Black and Asian students also experience less on-course success than their white peers. Although continuation gaps have narrowed considerably over recent years and reached their lowest level of 4.1pp between black and white students for 20/21 entrants and 3.8pp for gaps between white and BAME students, SMU still has higher white/BAME 4-year aggregate continuation gaps than the sector. We also see persistent observable gaps in completion (8.1pp, 4-year aggregate for BAME vs white students, 9.4pp for Black vs white students starting in 2017/18), awarding (14.7pp, 4-year BAME aggregate) and progression (7.1pp, 4-year BAME aggregate). These gaps are compounded by intersection with entry qualification (as above).

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[11] Throughout this APP, the term 'students' refers to UK domiciled, full-time, first degree students, unless specified

[12] Our current data does not indicate significant gaps between these students and their peers at SMU. However, we believe that the considerable disadvantage identified by national data is masked by the very small size of our population and the high level of support they already receive through our targeted initiatives. Therefore, we will continue to identify this group as at considerable risk to inequality of opportunity in our APP.

> **IOR2: Access rates for Asian students; continuation, completion, attainment and progression gaps between BAME and white students**.
>
> **EORR RISKS**: Knowledge and skills, Information and guidance, Insufficient academic support, perceptions of HE, insufficient personal support, cost pressures

2.3.3　　　RC3: GENDER

Whilst gender gaps are somewhat variable across the past 5 years, the gender continuation gap has varied between 2pp and 9pp, the completion gap between 8.6pp and 14.5pp and this particularly affects students studying on Foundation degrees. Internal SITS data suggests that the awarding gap has been increasing steadily year on year, to its highest point (20pp) in 2022/23 (all gaps in favour of female students) This appears to be compounded when intersected with ethnicity and entry qualification (as above).

> **IOR3: Attainment and completion gaps between male and female students**
>
> **EORR RISKS:** Insufficient academic support, insufficient personal support

2.3.4　　　RC4: SOCIO-ECONOMIC DEPRIVATION

Our overall access rates using the IMD measure of socio-economic deprivation show an increase from 35% to 50% of our population over recent years. Conversely, TUNDRA has remained consistently at 20%, indicating that our proportion of young students from these demographic groups is lower. Although we have succeeded in narrowing awarding gaps between IMD quintiles as a result of our previous APP work, new FSM data has identified increasing awarding gaps between students previously eligible for FSM and those not and this risk indication data will need to be carefully monitored to identify continuation and completion gaps.

> **IOR4: Attainment gaps between students previously eligible for FSM and those not previously eligible.**
>
> **EORR RISKS**: Cost pressures, capacity issues, perception of HE

There is also a significant progression gap (11.5pp) between graduates from IMD quintiles 1 & 2 and 3,4,5. This indication of risk becomes increasingly apparent when viewed in conjunction with ethnicity, gender, entry qualification, commuter status and indicators of multiple disadvantages. The financial pressures on students are a feature of national research and this was also a primary concern in student consultation.

2.3.5　　　RC5 MULTIPLE DISADVANTAGE

Whilst quantitative data for these groups in our already small student population lacks statistical significance and reliability, national research continues to highlight that students with care experience, estranged students, carers, refugee or asylum-seeking students, children from military families, and those from Gypsy, traveller, Roma, showpeople or boater backgrounds are consistently disadvantaged across the HE lifecycle.

> **IOR5: Access, continuation, completion and attainment gaps between students from backgrounds suggesting multiple disadvantage in HE and other students**
>
> **EORR RISKS:** Insufficient academic support, Insufficient personal support, cost pressures, perception of HE.

2.3.6 RC6 COMMUTING

Continuation gaps between students living on campus and commuting have been increasing steadily from 4.8pp in 2018/19 to 10.1pp in 2020/21, an effect which appears to intersect with socio-economic disadvantage, entry qualification and ethnicity and will impact on completion rates in coming years. Whilst measures of this factor are being internally explored to understand the effect and the intersections more fully, this was a primary concern in student consultation and will therefore feature in our objectives

IOR6: Continuation gap between commuter and non-commuter students
EORR RISKS: Insufficient academic support, insufficient personal support, cost pressures

Please note: Whilst all these risk categories will be addressed through our WPA and targeted intervention strategies, some will form the specific focus for our numerical objectives and others will be included in the stated approach in section 4, but without specific numerical targets. In the case of RC5, very small populations will render % targets meaningless and RC6 will be addressed through the objectives related to the intersecting indicators or socioeconomic disadvantage, entry qualification and ethnicity. Better measures of 'commuting' are currently being explored and an additional objective may be included for RC6 later, as a variation, if required.

Table 1: Summary of Risk Categories and Lifecycle Stages

Lifecycle Stage	RC 1	RC 2	RC 3	RC 4	RC 5	RC 6
Access		Ethnicity		Socio-economic deprivation		
Continuation	Prior Qualification	Ethnicity	Gender	Socio-economic deprivation[13]	Multiple disadvantage	Commuter
Completion	Prior Qualification	Ethnicity	Gender	Socio-economic deprivation	Multiple disadvantage	Commuter
Awarding	Prior Qualification	Ethnicity	Gender	Socio-economic deprivation	Multiple disadvantage	Commuter[14]
Progression		Ethnicity		Socio-economic deprivation	Multiple disadvantage	

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[13] Whilst IMD data does not identify significant retention gaps for the period under consideration, student feedback, national research and new FSM data suggests that these may emerge in the lifecycle of this APP

[14] Additional data is required to better define commuter status, but internal information suggests that continuation gaps will translate into completion and awarding gaps within the lifecycle of this APP if not addressed

3. Objectives

3.1   Themes

We have grouped our headline objectives under four overarching themes, within which we have specific aims, related to our assessment of risks as above, and measurable corresponding objectives, which will align with our strategies, initiatives, and whole institution approach. These are:

a) Collaborate with schools, colleges, and appropriate partners to raise attainment, clarify education, and career pathways and improve teaching and learning consistency and expectations between pre-HE and undergraduate qualifications. This will include WP outreach work, admissions and transition support and academic programme development.
b) Increase students' sense of belonging, confidence, and well-being to address barriers and improve success. This will include WP student engagement and enhancement activity both embedded in programmes and in extra-curricular activity, including student services, SMSU, and direct financial support.
c) Enhance students' opportunities for academic skills development and personalised support. This will include increasing the inclusivity of our curricula, a focus on authentic and inclusive assessments, and support available through personal tutoring, learning development and student success staff.
d) Prepare students for excellent progression after university. This will include opportunities within the curriculum and beyond to recognise and enhance transferable skills for career development and/or postgraduate study.

Whilst the identification of themes supports us in clearly identifying the priority areas we will address and has structured our intervention strategies (section 4 below) we also recognise that these themes are inextricably interlinked and will work in mutually beneficial ways to achieve our objectives.

The numerical targets outlined in our Objectives are based on examination of SMU data over the previous 4-5 years, together with consideration of sector, local or national data to reach targets that are ambitious and stretching, but achievable with the commitment, strategies and resources outlined here.

3.2   Access Objective (Theme a)

We will achieve this objective through our WP outreach partnership work with schools and colleges, by addressing gaps in knowledge and attainment, improving the quality of transition from prior learning environments, and informing our curricular developments, re delivery modes, subject offer and collaborative partners. This work will also support observed intersections between ethnicity, prior qualification, and socioeconomic status.

> **OA1: Increase the proportion of Asian students entering SMU from 10.1% in 21/22 to 17% by 28/29**.
>
> *IOR2: Access rates for Asian students; continuation, completion, attainment and progression gaps between BAME and white students.*

3.3   Success Objectives – Continuation (Theme b)

We will achieve these objectives by learning from our WP outreach work, enhancing our student engagement work across all areas of the university, and curriculum delivery work with academic Schools and programmes with higher numbers of BAME and non-A level entrants. We will increase students' sense of' belonging, academic confidence and well-being, and address barriers to participation (inc. financial). This will also support observed intersections between ethnicity, prior qualification, gender, socioeconomic status, and commuting

OS1: Reduce continuation gaps between students entering with A levels and BTEC qualifications from 9.6pp for 2020/21 entry to 5pp in 28/29

IOR1: Awarding, continuation and completion gaps between students entering with A-Levels and those entering with BTEC qualifications.

OS2: Reduce continuation gaps between white and Asian students from 7.2pp in 2020/21 to 3pp in 28/29

IOR2: Access and continuation rates for Asian students; completion, attainment and progression gaps between BAME and white students.

NB. These objectives will also address *IOR6: A continuation gap between commuter and non-commuter students, though a numerical target is not currently being attached.*

3.4   Success Objectives - Completion (Themes b & c)

We will achieve these objectives through our student engagement activity, curriculum delivery and assessment work, academic skills development, and personalised support across the university and in programmes and academic Schools with higher numbers of Black, male, and BTEC entry students. This work will also address observed intersections between ethnicity, prior qualification, gender, socioeconomic status, and commuting.

OS3: Reduce the completion gaps between students entering with A levels and BTEC qualifications from 16.4pp for 2017/18 entrants to 10pp for 24/25 entrants

IoR1: Awarding, continuation and completion gaps between students entering with A-Levels and those entering with BTEC qualifications.

OS4: Reduce the completion gap between white and Black students from 9.4pp 2017/18 entrants to 5pp for 24/25 entrants

IoR2: Access rates for Asian students; continuation, completion, attainment and progression gaps between BAME and white students.

OS5: Reduce the completion gap between male and female students from 10.1pp for entrants in 17/18 to 6pp for 24/25 entrants

IoR3: Attainment and completion gaps between male and female students

3.5   Success Objectives - Attainment (Themes c & d)

We will achieve these objectives through our curriculum delivery and assessment work, academic skills development, and personalised support across the university and in programmes and academic Schools with higher numbers of BAME, male, and BTEC entry students, and by supporting students to recognise the transferable skills from good degree outcomes to graduate employability. This work will also address observed intersections between ethnicity, prior qualification, gender, socioeconomic status, and commuting.

OS6: Reduce the awarding gap between students entering with A levels and BTEC qualifications from 26.8pp for 21/22 graduates to 15pp for those graduating in 28/29

IoR1: Awarding, continuation and completion gaps between students entering with A-Levels and those entering with BTEC qualifications.

OS7: Reduce the awarding gap between white and BAME students from 20.3pp for 21/22 graduates to 9pp for those graduating in 28/29

IoR2: Access rates for Asian students; continuation, completion, attainment and progression gaps between BAME and white students.

OS8: Reduce the awarding gap between female and male students from 13.4pp for 21/22 graduates to 8pp for those graduating in 28/29

IoR3: Attainment and completion gaps between male and female students

OS9: Reduce the awarding gap between students eligible for FSM and those not, from 16.8pp for those graduating in 21/22p to 10pp for those graduating in 28/29

IoR4: Attainment gaps between students previously eligible for FSM and those not previously eligible

3.6   Progression Objective (Theme d)

We will achieve this objective by developing our curriculum and assessments, together with extra-curricular activities to embed authentic opportunities to recognise and enhance transferable skills for graduate-level employability and/or postgraduate study

OP1: Reduce the progression gap between white and Black students from 8.5pp for students graduating in 20/21 to 4pp for students graduating in 28/29

IOR2: Continuation, completion, attainment and progression gaps between Black and white students

OP2: Reduce the progression gap between white and Asian students from 20.8pp for students graduating in 20/21 to 9pp for students graduating in 28/29

IOR2: Access rates for Asian students; continuation, completion, attainment and progression gaps between BAME and white students.

3.7   Investment to address objectives

In line with our previous APP commitment, we intend to invest 25% of our higher fee income to delivery of our access and participation work in the proportions below.

Table 2: APP investment as a % of Higher Fee income

Area of investment	Proposed % of higher fee income
Access	4.5%
Success	12%
Progression	3%
Financial support (inc Hardship & Bursaries)	4%
Research and Evaluation	1.5%
Total	25%

4. Intervention strategies and expected outcomes

The University has created four overarching intervention strategies which reflect the themes in section 3. These intervention strategies address the identified risks to equality of opportunity outlined in section 2.

4.1 Intervention strategy 1:

Collaborating with schools and colleges to raise attainment and increase higher education expectations and confidence.

Objectives and Targets:

OA1: Increase the proportion of Asian students entering SMU from 10.1% in 21/22 to 18% by 28/29.

OS1: Reduce continuation gaps between students entering with A levels and BTEC qualifications from 9.6pp in 20/21 to 5pp in 28/29

OS2: Reduce continuation gaps between white and Asian students from 7.2pp in 20/21 to 3pp in 28/29

IOR 5: Address access & continuation gaps between students from backgrounds suggesting multiple disadvantages in HE and other students

IOR 6: Address continuation gap between commuter and non-commuter students

Risks to equality of opportunity: Knowledge and Skills, Information and Guidance and Perception of Higher Education

Activity	Inputs	Outcomes	Cross intervention strategy?	University-wide or Faculty/ Programme specific?	Method(s) of evaluation
Outreach Year 9 (Key Stage 3) attainment raising programme: 45 students from 3 target schools (high % Asian students, eligible for FSM or other WP criteria) attend one residential summer school for year 9 students 4 pre-residential mentoring sessions (per school group). For sustained engagement	Residential accommodation, activity costs Student Ambassador costs Staff time from WP Outreach, Academic Faculty and Student Services staff	Short-term: retention rates within programme >80% Medium-term: Increase in HE expectations, likelihood of applying, knowledge of HE, sense of belonging, social confidence and confidence in ability to apply for and succeed in HE Long-term: KS4 attainment; Improved access & continuation rates	IS2, IS3	University-wide	Retention rates monitoring (within-programme) Monitoring of access and continuation rates Pre and post intervention surveys (Type 2) HEAT KS4 attainment report on post 18 destinations (Type 2)

Activity	Cost type	Outcomes	IS ref	Targeting	Evaluation/Monitoring
Asian student recruitment: Shared school relationship/ targeting strategy to maintain strong relationships & expand engagement with areas with high Asian populations in schools. Including: academic talks & taster sessions, IAG events, parental support and targeted sustained engagement programmes including mentoring and residential programmes.	Activity & Equipment Student Ambassador support Staff time from Recruitment, WP Outreach, Faculty and Student Services teams	Short-term: Various – commensurate with activity Medium-term[15]: Increased likelihood of applying to HE; increased confidence in ability to apply for and succeed in HE; increased sense of belonging (pre-entry) Long-term: KS4 (Key Stage 4) attainment.	IS2	University-wide with some programme-specific targeting for programmes which research suggests are popular with Asian students	Retention rates monitoring (within programme) Monitoring of Access rates for Asian students Pre and post intervention surveys (Type 2) HEAT KS4 attainment report on post 18 destinations (Type 2)
National Saturday Clubs (1x Performance & Theatre, 1x Science & Engineering): Partnership/ collaborative activities for 20 students per club (WP eligibility criteria) Subject strands aligned to SMU academic provision – Science & Engineering; Performance & Theatre. 15- 20 sessions plus 5 trips (cultural capital engagements, masterclasses)	Activities and Equipment inc trips Club director plus Saturday staff costs Staff time from WP Outreach and academic programme guests	Short-term: retention rates within the programme >80% Medium-term: increased likelihood of applying to HE in future; increased confidence in ability to apply for and succeed in HE; increased sense of belonging (pre-entry) Long-term: KS4 (Key Stage 4) attainment.	IS4 (for student staff)	Programme-specific	Retention rates monitoring (within programme) Pre and post intervention surveys (Type 2) HEAT KS4 attainment report on post 18 destinations (Type 2)

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[15] For sustained engagement programmes only

Post-16 Masterclass programme, for Asian students and multiply disadvantaged groups. Day-long events giving subject insight, taster of university teaching, and IAG. Residential Masterclasses for targeted students from top FE College partner institutions & aligned with SMU	Activities and Equipment Student Ambassador Costs Staff time from Recruitment, WP Outreach and academic programmes	Short-term: attendance rates Medium-term: increased likelihood of applying to HE; increased confidence in ability to apply for and succeed at university and sense of belonging (preentry) Long-term: KS4 (Key Stage 4) attainment.	IS2	Programme- Specific (Sport & Sciences; Law & Business; Humanities and/or Education)	Attendance tracking Pre and post surveys (Type 2) Monitoring of Access rates for Asian students HEAT KS4 attainment report on post 18 destinations (Type 2)
Transition support for students entering or applying with vocational qualifications Delivery of activities at partner colleges including UCAS personal statement support) and KS5 subject Masterclasses; twice-annual IAG masterclass including UCAS support, decision-making workshops; study advice from LDLs Also: Collaborative project with Linking London to support English GCSE retakes (usually with Vocational qualifications), within HRU Colleges group. In-person and online coaching	Student Ambassador support Staff time from Recruitment, WP Outreach, academic programmes, student success teams	Short-term: retention rates within the programme >80% Medium-term: increased likelihood of applying to HE in the future; increased confidence in ability to apply for and succeed at university; increased sense of belonging (pre-entry) Long-term: KS4 (Key Stage 4) attainment.	IS2	Programme- Specific (Sport & Sciences; Law & Business; Humanities and/or Education)	Retention rate monitoring (within programme) Pre and post surveys (Type 2) HEAT KS4 attainment report on post 18 destinations (Type 2)

Planned investment per annum: Average of £684,000pa over 4 years of APP cycle

Summary of evidence base and rationale[16]:

Even controlling for prior attainment, students from disadvantaged backgrounds are less likely to progress to HE than their more privileged peers (Robinson & Salvestrini, 2020). There is limited robust evidence on the effectiveness of outreach interventions aiming to reduce this gap (Younger et al. 2019; Robinson & Salvestrini, 2020) and a need for more causal approaches in the evaluation of these activities.

A quasi-experimental study of multi-intervention outreach conducted by Burgess, Horton and Moores (2021) found that even minimal engagement with UniConnect activities was associated with an improved chance of achieving a place in HE. The more engagement there was (up to five or six engagements) the greater the chance of HE acceptance. These activities included IAG, Masterclasses, mentoring, campus visits, summer schools and community-based interventions.

4.2 Intervention strategy 2:

Building confidence and sense of belonging and supporting wellbeing, including reducing financial pressures.

Objectives and targets:

OS1: Reduce continuation gaps between students entering with A levels and BTEC qualifications from 9.6pp in 20/21 to 5pp in 28/29

OS2: Reduce continuation gaps between white and Asian students from 7.2pp in 20/21 to 3pp in 28/29

OS3: Reduce the completion gaps between students entering with A levels and BTEC qualifications from 16.4pp for 2017/18 entrants to 10pp for 24/25 entrants

OS4: Reduce the completion gap between white and Black students from 9.4pp for 2017/18 entrants to 5pp for 24/25 entrants

OS5: Reduce the completion gap between male and female students from 10.1pp for 2017/18 entrants to 6pp for 24/25 entrants

IoR5*:* Address continuation gaps between students from backgrounds suggesting multiple disadvantages in HE and other students

IoR6: Address continuation gap between commuter and non-commuter students

Risks to equality of opportunity: Insufficient academic support, insufficient personal support, cost pressures, perception of higher education

Activity	Inputs	Outcomes	Cross intervention strategy	University-wide or Faculty/ Programme specific	Method(s) of evaluation

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[16] Please refer to annex B for more detail on the literature used to inform all intervention strategies.

Get Set for Success preinduction Residential (for targeted WP students including FSM, care experienced, carers, registered disability or MH condition, BTEC qualification from WP backgrounds) 2 days residential and one day online. Familiarisation with SMU and support available, developing confidence and sense of belonging	Accommodation, food and activity costs Student Ambassador costs Staff time from WP Student Engagement team, WP team, Academic and Professional Services staff, SMSU	Short-term – attendance at event. Medium-term - increased confidence in ability to succeed, knowledge of university structures and support available, increased sense of belonging Long-term: retention into a) second term and b) second year.	IS1, IS3	University-wide	Attendance monitoring Pre and post intervention survey (Type 2) Analysis of retention/continuation data using comparator group(s) (Type 2)

Get Set for Success Call-outs (for students eligible but did not attend GSFS) At least four planned telephone call-out sessions p.a. by trained student ambassadors: Additional calls to students identified at risk through STEP and SaR process, as required.	Student Ambassador costs – training and delivery Equipment costs Staff time from WP Student Engagement team, WP team.	Short-term - engagement with phone calls Medium-term – increased sense of belonging confidence and understanding how to seek support. Long-term - retention into a) second term and b) second year	IS1, IS3	University-wide	Call engagement monitoring/tracking Questionnaires for each point of call-out and notes taken during calls. (Type 1/2) Analysis of retention/ continuation data using comparator group(s) (Type 2)

Commuter Student Interventions: A range of activities to support engagement and belonging for commuter students to include Commuter Days (pilot, September 2024), buddying and commuter peer mentoring, recognition events etc	Activity & equipment costs Student mentor costs Staff time from WP Student Engagement team, WP team, SMSU	Short-term: attendance at events/engagement with schemes Medium-term: increased confidence, social self-efficacy, increased knowledge of St Mary's, increased sense of belonging Long-term: improved continuation rates	IS3	University-wide	Attendance/engagement data Pre and post surveys (Type 2) Analysis of continuation data (Type 2)
St Mary's Cares – for care experienced students, carers & asylum-seeking or refugee students Comprehensive, holistic, sectorleading package providing financial, emotional, pastoral, transition, employability, and accommodation support,	Equipment and activity costs Holiday accommodation costs Staff time from Student Services, WP Team, Finance, SMSU	Short-term: Student engagement with St Mary's Cares team (Student Services and WP collaboration), and other professional support services Medium-term: An increased sense of belonging & confidence in university. Improved continuation rates Long-term retention – improved continuation and completion rates	IS1, IS3, IS4	University-wide	Analysis of continuation, completion & attainment data (Type 1/2) Qualitative and Quantitative Feedback methods (Type 1/2)

together with embedded CPD for academic and professional staff.					

Scholarships, bursaries, student engagement fund, graduation fund support and digital equality scheme Targeted scholarships & bursaries to support those in greatest need through bespoke communication Additional support funding to enhance engagement, belonging, curricular access	Direct financial support payments Equipment for loan, Staff time from WP team, Student Services, Registry Finance	Medium-term: An increased sense of belonging & confidence in university Long-term – improved continuation and completion & rates	IS3, IS4	University-wide	Financial support survey based on OfS toolkit (Type 1) Analysis of continuation and completion outcomes for financial support recipients and comparator group (Type 2)
Targeted mental health and wellbeing projects A range of activities designed to meet students in 'their own spaces' for support. Eg. Boundary Spanner Project (RepreZent Health, and Hang Out & Paint)**:** weekly gym-based/ craft-based health and wellbeing sessions which combine building connections, informal introductions to wellbeing services and informal support from academic staff	Training for student coach & MH first aider Student admin time Staff time from WP team, Academic teams (FSTHS), Wellbeing, disability, and dyslexia staff, SMSU	Medium-term: Increased self-efficacy, confidence, sense of belonging, making connections to professional services and other students Long-term: improved continuation rates	IS3	University-wide with some Programme-specific targeting Reprezent element focused on programmes (higher proportions of male students, students without A levels, black students)	Qualitative Interviews (Type 1) Engagement with specialist support services and academic staff (Type 1) Analysis of continuation outcomes - recipients and comparator group (Type 2)

Student Engagement Awards Celebration of students' extracurricular contribution and achievements	Event & Prize costs Staff time from WP & WP Engagement Teams,	Medium-term: Increased self-confidence, sense of belonging, engagement	IS4	University-wide	Number and content of nominations Survey (Type 1/2)
Social Peer mentoring, buddying and targeted coaching projects. Range of interventions to address specific issues, particularly related to transition to and through HE, support, learner expectation etc e.g. Induction and Wobble week buddying, students at risk coaching	Training for student mentors Student mentor and specialist staff delivery costs Staff time from WP Engagement Team, SMSU	Medium-term: Increased self-efficacy, confidence, sense of belonging, engagement. Long-term: improved continuation rates.	IS3	University-wide with some Programme-specific targeting	Commensurate with activity: Interviews at end (Type 1) Engagement with support services and academic staff Pre and post surveys (Type 2) Retention outcomes recipients and comparator group (Type 2)

Planned investment per annum: avg £924,000pa over 4 years of APP cycle (including some costs for WPA strategies)

Direct Financial support to students: avg £608,000pa over 4 years of APP cycle

Summary of evidence base and rationale

Thomas et al. (2012; 2017) highlighted the importance of pre and post entry induction activities in improving student retention and success by building relationships with other students and staff, informing expectations of HE and fostering early engagement with the institution and a sense of belonging, particularly for students from WP backgrounds. Students also have to cope with the financial, practical and other pressures of a cost-of-living crisis alongside their studies, meaning that effective targeted support is vital. Recent reports on cost-of-living surveys by both the National Union of Students (NUS, 2024) and the Sutton Trust (2023) have highlighted the potential impacts on students, particularly in terms of their continuation and completion. The NUS report stated that almost a quarter of students said they are less likely to finish their degree due to the cost of living and that three in five students have jobs alongside their studies to help cover the costs of living. A similar picture emerged in the findings of the St Mary's Students' Union Cost of living survey report (SMSU, 2023) and APP focus group report (2024). The need to work negatively impacts upon the time students have available for their studies, their ability to concentrate and their stress levels. The importance of providing targeted financial and other support cannot therefore be underestimated (more information in section 5.11), particularly as the average number of hours students are working has increased significantly (Neves et al. 2024).

Mentoring, peer mentoring, counselling and coaching (Lefdahl-Davis et al. 2018) can all potentially support students in managing and coping with these demands. Evidence suggests that attainment, retention and completion outcomes tend to be better for students taking part in these activities (TASO evidence toolkit, 2024).

4.3 Intervention strategy 3: Enhancing academic skills and providing personalised support.

Objectives and targets:

OS3: Reduce the completion gaps between students entering with A levels and BTEC qualifications from 16.4pp for 2017/18 entrants to 10pp for 24/25 entrants   **OS4**:
Reduce the completion gap between white and Black students from 9.4pp 2017/18 entrants to 5pp for 24/25 entrants

OS5: Reduce the completion gap between male and female students from 10.1pp for entrants in 17/18 to 6pp for 24/25 entrants

OS6: Reduce the awarding gap between students entering with A levels and BTEC qualifications from 26.8pp for 21/22 graduates to 15pp for 28/29 graduates

OS7: Reduce the awarding gap between white and BAME students from 20.3pp for 21/22 graduates to 9pp for 28/29 graduates

OS8: Reduce the awarding gap between female and male students from 13.4pp for 21/22 graduates to 8pp for 28/29 graduates

IOR 5: Address continuation, completion & awarding gaps between students from backgrounds suggesting multiple disadvantages in HE and other students

IOR 6: Address continuation gap between commuter and non-commuter students

Risks to equality of opportunity: Insufficient academic support, insufficient personal support, cost pressures, perception of higher education

Activity	Inputs	Outcomes	Cross intervention strategy?	University-wide or Faculty/Programme specific?	Method(s) of evaluation
Personal tutoring support (early identification of risk e.g. first assessment grade/early intervention) Personal Tutor Hub: Personal Tutor Policy incl. students at risk STEP: Learner Analytics platform	Training costs Development of resources Staff time from Academic Professional Development, WP, Faculty staff and admin, Student success teams	Medium-term (staff): Improved understanding of role and responsibilities of PT in relation to WP target groups and APP objectives and delivery. Improved knowledge of SaR procedure, improved implementation and evaluation of impact. Confidence to use data to identify students at risk of inequality of opportunity in line with APP priorities Medium term (students): Improved engagement and sense of belonging. Long-term (students): Improved completion & attainment rates	IS1, IS2,	University-wide	Surveys to staff and students (Type 1/2) Analytics from SMILE (St Mary's Integrated Learning Experience) platform re training take-up Analytics from STEP
Learning development and student success support targeted effectively to target population groups: multiply-disadvantaged, BTEC entry.	Staff time from WP Team, Student Success Teams and academic staff	Short-term: Student analytics dashboard identifies students at risk of poor academic outcomes or nonengagement for targeted support Medium-term: Improved engagement & continuation rates. Long-term: Improved completion & attainment rates	IS2, IS4	Schools/Programmes (areas with highest % of BTEC entry)	Analysis of continuation, attainment and completion outcomes recipients and comparator group (Type 2)

Activity	Inputs	Outcomes			Evaluation method
Academic staff development: training on teaching for differences between BTEC and A-Level Collaborative work with L3 providers, development of training and ongoing resources; deliver of training and curriculum design support	Staff time from WP Outreach, WP team, Academic professional development & academic teams. WP Outreach staff time for liaison and development work with L3 providers	Short-term – Staff: Event attendance/engagement Medium-term - Staff: Improved understanding of St Mary's students on entry, knowledge of student needs & confidence to change practice Long-term: Students - Improved completion & attainment rates	IS1, IS4	Schools/Programmes (areas with highest % of BTEC entry)	Uptake of events. Pre and post survey (Type 2) Analysis of completion and attainment outcomes recipients and comparator group (Type 2)
Curriculum and assessment design project Review of curricula especially at L4 to align with prior experiences, enhance inclusivity and authentic and inclusive assessments	Development of resources/ delivery of staff development activities Staff time from Academic development, employability and WP teams, academic staff, SMSU	Short-term: Event attendance/engagement Medium-term: Staff - redesigned curricula at L4. Delivery of Programme design intensives and other design activities. Improved validation and review processes Long-term: Improved continuation, completion & attainment rates	IS1, IS2, IS4	University-wide but beginning with programmes with highest % of BTEC, BAME & Male entry	Uptake of events. Pre and post survey (Type 2) Analysis of retention and outcomes recipients and comparator group (Type 2)

Activity	Inputs	Outcomes			Evaluation method
WP Innovation Initiatives Seed funding grants for staff to trial or deliver innovative strategies and initiatives in support of APP objectives	Grants Staff time from WP teams & staff applicants	Various: Dependent on activities but all activities will be expected to provide impact evaluation report detailing short and medium-term outcomes	IS1, IS2, IS4	University-wide	Uptake of grants Various quantitative and qualitative measures as appropriate for the activities

| Peer mentoring initiatives

e.g. for BAME and multiply disadvantaged target groups inc targeting for specialist services or academic support | Training & delivery costs for mentors

Staff time from WP Team, Academic Programmes, LDLs, Student Success Teams, SMSU | Medium-term: Improved academic self-efficacy and sense of belonging. Reduction in extenuating circumstances requests, academic misconduct referrals and resits.

Long-term: Improved completion & attainment rates | IS2, IS4 | Schools/Programmes (areas with highest % of BAME students) | Surveys (Type 1/2)

Monitoring of extenuating circumstances and academic misconduct data

Analysis of retention outcomes recipients and comparator group (Type 2) |
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Planned investment per annum: avg £900,000pa over 4 years of APP cycle (including some costs for WPA strategies)

Summary of evidence base and rationale[17]:

Sector research encourages the use of more inclusive, authentic approaches to assessment. Students entering university with vocational qualifications are more likely to have characteristics which make them less likely to experience equality of opportunity than those with A-levels (Nuffield Foundation,2022; Dilnot et al. 2023). The importance of encouraging a greater institutional awareness of the differences in entry qualifications that might affect students' success at university, such as differences in learning context, curriculum and styles, is paramount (NEON, 2020). However, it is vital to avoid a deficit approach (Dilnot et al. 2022).

Myhill (2020) recommends the use of a broader range of assessment types and giving students the opportunity to demonstrate their learning and differing strengths in a variety of ways, whilst still developing the skills they need (for example presentation and collaboration skills). Jones et al. (2021) highlighted that 'traditional' assessment methods (for e.g. essays and exams) may not be appropriate for all students and advocated a more individual, authentic approach to assessment. The importance of clarity in grading criteria is also vital where anxiety might be caused when such newer 'unknown' assessment types are introduced. Additionally, the impact of the timing of assessments on wellbeing and mental health was further emphasised, particularly the potentially detrimental effect of concentrating all assessments in a short period at the end of term.

Recent publications (NUS, 2024; Neves et al. 2024; Sutton Trust, 2023) have also highlighted the necessity for many students to work alongside their studies. Three quarters of those surveyed (Neves etc al. 2024) felt their studies were significantly affected by cost-of-living concerns, noted increase in the % of students with caring responsibilities: more flexible approaches to timetabling and assessment scheduling were recommended.

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[17] Please refer to annex B for more detail on the literature used to inform this intervention strategy.

Furthermore, UK-based evidence on mentoring, peer mentoring, counselling and coaching suggests that attainment, retention and completion outcomes tend to be better for students taking part in these activities (TASO evidence toolkit, 2024). However, it is important to examine the efficacy of such programmes in different contexts and with different student groups. TASO recommend investigating what works at a programme level and our interventions will do so where appropriate.

4.4 Intervention strategy 4: Preparing students for excellent progression opportunities and fulfilling employment options

Objectives and targets:

OS6: Reduce the awarding gap between students entering with A levels and BTEC qualifications from 26.8pp for 21/22 graduates to 15pp for 28/29 graduates

OS7: Reduce the awarding gap between white and BAME students from 20.3pp for 21/22 graduates to 9pp for those graduating in 28/29 **OS8**:

Reduce the awarding gap between female and male students from 13.4pp for 21/22 graduates to 8pp for those graduating in 28/29

OP1: Reduce the progression gap between white and Black students from 8.5pp for 20/21 graduates to 4pp for those graduating in 28/29

OP2: Reduce the progression gap between white and Asian students from 20.8pp for 20/21 graduates to 9pp for those graduating in 28/29

IoR5: Address awarding gaps between students from backgrounds suggesting multiple disadvantages in HE and other students

Risk to equality of opportunity: Insufficient academic support, insufficient personal support, progression from higher education, cost pressures

Activity	Inputs	Outcomes	Cross intervention strategy?	University-wide or Faculty/ Programme specific?	Method(s) of evaluation
BeSmart internships (target group: minoritised ethnicities)	Employability Team staff WP Team staff	Medium-term: Increased confidence to engage with career thinking, networking, and work experience; Increase in ability to articulate skills; Acquisition of work experience in graduate level employment.; Increased ability to collaborate and self-efficacy	IS3	University wide/	Pre and post surveys (Type 2) Graduate Outcomes Survey (GOS)

A series of career skills workshops, employer mentoring and paid microinternships	Student internship payments Awards evening	Long-term: Increased progression rates		St Mary's Graduates from target groups	
Student entrepreneurship programme, with high numbers of WP target group students Delivery of accredited in-curriculum entrepreneurship modules and an extra-curricular programme of workshops and activities with access to business, funding, mentoring and finance specialists, with funding available to WP students in target cohorts to support attendance, travel to external events, and preparation for the pitching competition.	Employability team staff time Business, funding, mentors, and finance specialists	Medium-term: Increased knowledge and confidence to proceed with entrepreneurial aspirations; Increased skills, knowledge, and experience to positively impact on workplace as employees or in own businesses; Funding and support awarded to competition winners to invest in own businesses; Improved presentation and communication skills through pitching and poster competitions Long-term: Competition winners funding used to support own business; Increased proportion self employed	IS3	All students and recent graduates can apply.	Assessment of career readiness survey data pre and post (Type 2) GOS data % selfemployed (small n) No. of businesses started and impact on GOS
Paid summer internships in small to medium-sized enterprises (SMEs) to students >level 5 and recent graduates not currently in employment	Employability team staff time Student payments	Medium-term: Increased - confidence in taking next career steps, ability to articulate skills gained, understanding of workplace including own contribution, social self-efficacy. Long-term: Increased progression to graduate level employment		University-wide and recent graduates	Pre and post surveys (Type 2) GOS
Paid summer research internships Four-week internships including: research skills development sessions, supporting academic research within SMU, links with staff and PG students; social activities	WP team staff time Faculty staff time Student payments	Medium-term: Increased social self-efficacy, confidence in research skills, applying for and successfully completing a postgraduate qualification. Intention and likelihood of studying at PG level. Increased sense of belonging Long-term: Progression to postgraduate study	IS2, IS3	Faculty- Programme level	Pre and post surveys (Type 2) Analysis of progression to PG study (Type 2) GOS

St Mary's Award	Employability team staff time	Medium-term: Increased awareness of career readiness, improved confidence and ability to articulate skills and experiences, stronger job applications Long-term: Progression to graduate level employment/ further study).	IS2	University-wide	Career Readiness measures (Type 1/2) GOS
Employability opportunities for current students and recent alumni inc Ambassador/ WP Ambassador Programme, internships, assistant, student voice, consultant roles Part-time and casual roles within SMU which enhance career skills	Student payments Employability, WP, Recruitment teams staff time	Short-term: engagement with opportunities Medium-term: Increased confidence in future success (post-HE) & sense of belonging, enhanced career skills, increased social self-efficacy and career readiness. Long-term: positive progression from HE (e.g. employment, further study).	IS2, IS3	University-wide	Length & number of opportunities engaged with. Surveys (Type 1/2- pre and post if possible) GOS
Graduate Coaching Individual telephone coaching to recent graduates not in employment/graduate level employment	Employability team staff time	Short-term: Increased pool of contacts supporting graduates Medium-term: Increased confidence & ability to make strong job applications; access to paid internships facilitated by SMU Long-term: Increase in graduate level employment. Decrease in unemployment		All recent graduates from WP backgrounds	Pre and post surveys (Type 2) GOS

Industry experience nano-internships and virtual skills modules (Through external provider)	Employability team staff time Student payments Provider contract	Medium-term: Increased confidence to apply for graduate level roles; Expanded CV with graduate level experience; Improvement in transferable skills Long-term: positive progression from HE (e.g. employment, further study).	IS2	All WP students and recent graduates eligible	Provider analysis -pre and post skills assessment (Type 2) Pre & post career readiness & confidence questionnaires (Type 2) GOS
International mobility opportunities Go Abroad grants for WP target students Focus on acquisition of skills, network expansion and academic and career confidence	International Department and academic staff time Student payments	Short term: No.of target WP students studying abroad. Medium-term: Increased ability to operate independently; An expanded international network; An expanded CV and experience to discuss in interviews. Long-term: Improved graduate employment levels.	IS2, IS3, IS4	University-wide	Number of WP students studying abroad Pre and post internationalisation questionnaires (Type 2) GOS

Planned investment per annum: avg £456,000pa over 4 years of APP cycle

Summary of evidence base and rationale:
 Sector research (e.g. Brightside and HEPI (Higher Education Policy Institute)) suggests that students from WP backgrounds may not have the social capital or opportunities to develop their employability skills in the same way as other, more privileged students[20]. A what works evidence review conducted by TASO (2022) found strong evidence that by gaining employability skills and knowledge from work experience such as paid part-time work and internships, there is a positive impact on various employment outcomes including the likelihood of getting a job interview, a higher salary and less likelihood of being unemployed 6 months after graduation. Research also establishes a link between international travel opportunities and employability[21.] The importance of demystifying what PG study might be like and how it differs from UG study, has also been highlighted as an important factor in widening participation in postgraduate study (Office for Students, 2019). Research internships can be useful in achieving this aim.

4.5   Evaluation and Publication Plan

A thorough literature review was conducted to inform the design of activities and interventions in all the above intervention strategies and their evaluation. We have tried to use the most up to date evidence for this purpose, including evidence reviews conducted by TASO, which consider the standard of the existing evidence and

identify gaps in the literature. Validated survey tools such as the Access and Success Questionnaire (ASQ) will be utilised in the evaluation of activities where appropriate (TASO, 2022b). Evaluation, which will be coordinated by WP Impact Evaluation staff, intends to consider each activity separately within the intervention strategies, rather than evaluate the intervention strategies as a whole, wherever appropriate. Standards of evidence specified for evaluation methods within the intervention strategies, refer to TASO's and the Office for Students' (Centre for Social Mobility, 2019) system for classifying evidence by Type (1 - Narrative; 2 - Empirical; 3 - Causal). The Publication Plan includes annual internal evaluation reports, which will be published and disseminated via relevant committees and working groups at least twice annually and, where appropriate, will be publicly available in a suitable format on the St Mary's website by 2027, together with any additional evaluation work undertaken independently by our partners (eg. National Saturday Club's own evaluation). We will also continue to explore opportunities for sector wide dissemination via future evaluation repositories, such as TASO, and knowledge sharing via journal articles, blogs, networks and conference presentations and award nominations.

5. Whole provider approach

5.1 Whole Provider Strategic Approach

We work hard to offer an enriching and inclusive experience for all target group students, through our stimulating outreach programmes, excellent academic curriculum, award-winning engagement offer and outstanding support services. Over the course of our previous APP, led by the WP Team and the Centre for Teaching Excellence and Student Success, we have undertaken an ambitious approach to the ways we address issues of WP and inclusion, raise the profile of the APP, and place its objectives at the heart of what we do. WP Outreach and Engagement work with Academic Professional Development and Academic Partnerships and, through an effective working group, collaborate with Faculties, Professional and Support Services and the Students' Union, to drive, deliver, monitor and evaluate our whole-institution, student lifecycle approach. We will ensure our APP objectives are aligned with our EDI (Equality, Diversity and Inclusion) agenda and initiatives, so that both work concordantly to improve our knowledge and understanding of our students' lived experience, address systemic barriers and enable them to thrive.

We have redesigned our programme approval process so that consideration of APP and B3 metrics lie at the heart of academic programme validation. Programmes must demonstrate how they can deliver our ambitions and objectives, and their role in the delivery of our APP commitments is built into the development and approval stages. Supported by data from our PowerBI dashboard and STEP, programme review processes (including student feedback) will explicitly consider the relevant quantitative and qualitative data of previous years in relation to our APP objectives and priority groups (continuation, grades, ECs, LOAs, module feedback etc) and identify possible barriers and solutions, as well as how diversity is championed and celebrated. Our Academic Professional Development Team, together with WP and Employability Teams support staff through the processes of design and validation, offering Programme Design Intensives and bespoke workshops, ensuring that our APP objectives and WPA are at the heart of programmes.

5.2 Governance, Strategy, and Implementation

Academic staff, professional services and student representatives work together through our committee and working group structures to design, implement and evaluate specific APP implementation plans to deliver our WPA, continuously improve our services, and support all students and ensure the APP has prominence within our institutional context. The accountable officer for this APP is the Vice Chancellor, whilst strategic oversight rests within the office of the Provost and Chief Academic Officer. The APP is also approved by the Senior Leadership Team, Academic Board, and the Board of Governors, through the Academic Scrutiny Committee. The Head of WP, reporting to the new post of Dean for Education and Outcomes, has responsibility for implementation, management, monitoring and regular reporting of APP delivery and impact, through the Learning, Teaching and Student Outcome Committee and Faculty QCSEs, to the Academic Strategy, Portfolio and Student Experience Committees. The Widening Participation team will continue to engage with Students' Union role holders and other student representatives in the planning, delivery and impact evaluation of the WPA, and targeted WP strategies, and initiatives.

We are aware that our APP objectives are wide-ranging and multifaceted and must be central to many of our strategies, policies, and processes, but those most closely aligned with are APP are our Teaching and Learning Strategy, Retention Strategy, Engagement & Attendance policy, Employability Strategy and Personal Tutoring Policy (including Students at Risk). Furthermore, access and success outcomes for students from underrepresented groups are included in our TEF submission, aligned, and regularly reported to the Equality, Diversity and Inclusion Committee and will be central to our Student Mental Health approach. This will deliver a unified and inclusive engagement pathway approach for all traditionally disadvantaged or under-represented student groups, informed by the concept of the 'mindful university' (Seldon and Martin,

2017)[18] which includes a consistent supportive approach to recruitment, pastoral support, study skills, curriculum design and teaching practices. Furthermore, our approach will be underpinned by the recent report on academic support from WonkHe (2024), which emphasised the importance of the interaction between *people* (in building and maintaining relationships), *underpinning theories* (as a framework for understanding how academic support systems should work, and *data* (by providing information on learning engagement to inform and enhance, and for evaluation).

5.3   Data-driven targeting and impact evaluation

The TASO evidence toolkit shows emerging causal evidence that learning analytics interventions can improve student outcomes by allowing for early identification of the challenges they are experiencing[22]. St Mary's systematic review of the production and use of student data, and the new data analytics platforms, will lead to continued improvements in the accuracy, frequency and strategic use of recruitment figures, withdrawal rates and attainment data, as well as key WP indicators and measures. These are regularly examined in relation to access, engagement, retention, and success and, alongside improved mechanisms for student feedback within programmes, will be utilised to inform and drive planning, to improve the quality of the student learning experience. They will also enable us to evaluate the impact of different strategies and initiatives in relation to access, retention and attainment for our target groups.

Across the university, we are taking a 'three-pronged approach' to improving the way we enable staff to support students - policy, platform, people. This means reviewing and aligning *policies* to ensure they are consistent, current and purposeful, designing, commissioning, or adapting *platforms* to ensure they are providing useful and accurate data and information, and providing training and support for *people*. This includes PowerBI to analyse data from our Student Record System (SITS) to identify, monitor and report on our APP priority student groups at institutional and programme level, while the new Student Engagement Platform (STEP) works at the individual student level to monitor data points, such as attendance, submission of assessments, extenuating circumstances requests etc. This will enable us to track engagement, highlight any concerns at an early stage and intervene appropriately. These processes will also aid targeting of priority students and evaluation of our APP strategies and interventions more quickly and effectively.

5.4   Student Engagement

All students have Personal Tutors and we have redesigned our personal tutoring policy, and developed a suite of excellent new resources to increase the guidance and support for students and staff, so that all parties can understand, embrace, and be empowered to approach WP issues and work together to maximise outcomes. This will be informed and enhanced by our WP Student Engagement Team, working in a consultative and collaborative way with SMSU, student leaders and staff reps, to design activities and initiatives across the year (e.g. Wobble Week) to meet the academic and pastoral needs of students in target WP groups, and address issues of retention and achievement. Improved induction and transition processes will be central to this approach, to deliver a structured and consistent programme focusing on both academic and social integration, extending at least across the first semester and integrating a wide range of activities and initiatives highlighted as best practice in the sector[23] e.g. extended use of transition and academic support mentors[24], social events, co-curricular activities, site visits and group-based learning. We are mindful of the need for all our students to develop a sense of belonging and will offer a broad range of inclusive activities, at different times of day, to meet the differential needs of groups such as mature students,

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[18] Seldon, A. and Martin, A. HEPI Occasional Paper 18, Sept 2017 https://www.hepi.ac.uk/2017/09/21/positive-mindful-university/ [22] TASO evidence toolkit: Learning analytics. https://taso.org.uk/intervention/learning-analytics-postentry/. [23] Thomas, L, *et al.*, (April 2017) **Supporting student success: strategies for institutional change.** *What Works?* Student Retention & Success programme. [24] Based on models such as PASS (eg.Manchester University), PALs (eg. UEA & Bournemouth University) and 'Transitions' (at UCL).

commuter students, students with disabilities and BAME students[19] and will celebrate diverse extra-curricular student engagement, through the annual Student Engagement Awards' event

Our own data supports sector research in suggesting that student membership of clubs and societies, and engagement with sport and social activities, positively impacts on wellbeing, retention, and progression. We will therefore continue the collaborative work between the WP Team, SMSU, and Sport St Mary's, to deliver activities such as our inclusive 'SIMMS Active' programme (nominated for the 2024 London Higher Awards), and our recently established, but highly successful, wheelchair rugby league team. This collaborative work will drive the development of a wider range of student-led, inclusive engagement opportunities to address the specific interests of APP target populations

5.5   Disability, mental health, and wellbeing

We recognise that students from our priority risk groups may have complex lives and several intersecting barriers to their full participation and success. Whilst students with disabilities are no longer identified by our data as a high-risk category, this remains a protected characteristic and we are aware that students will have ongoing disabilities, wellbeing, and support needs, so we will continue to provide a range of student support and advice services from pre-entry to graduation and beyond. Applicants declaring existing issues, including disability or mental health concerns, are contacted at UCAS application stage and support arrangements are agreed pre-entry. We also have a range of priority and adapted accommodation and assistive technology, and excellent study skills tutors for students with learning disabilities, counsellors and wellbeing advisors.

We are already enhancing our WPA to supporting and improving student mental health and wellbeing and will investigate the Student Minds Mental Health Charter[20], during 2024/25 to determine if this is the most effective way of examining and coordinating our commitment and work. Our Well-being Service provides mental health mentoring, and we work with specialist organisations to undertake 'train the trainer' sessions and deliver mental health first aid training, for staff and students, including student leaders such as Senior Student Residents and Sports Club Committee members. We will also use the suite of materials developed through our OfS funded 'Mind the Gaps' project to deliver face to face and online sessions for students and embed awareness of mental health and wellbeing into all our training for all student leaders.

5.6   Employability

Our new Graduate Outcomes Strategy pledges that every student on every programme will have the opportunity to benefit from work experience or service learning, experiential learning, and graduate level employment planning, and the opportunity to achieve our St Mary's Award. Through this, we will address the issues raised by sector research (e.g. Brightside and HEPI) and ensure that WP target groups develop social capital and employability opportunities to compete with other, more privileged, students[27]. Employability Services will work closely with academic staff to facilitate employability work with students and embed it more fully within the curriculum: careers consultants will deliver a minimum of an hour of bespoke career education to each programme in every level of study and offer a range of credit-bearing workplace and service learning (volunteering) opportunities. Additional support for staff ensures an inclusive and equitable curriculum, to minimise structural barriers to graduate level employment and improve outcomes; including through joint workshops by WP, Employability, and Academic Professional Development staff on authentic and inclusive curricula and assessments.

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[19] Evans, C., Muijs, D., & Tomlinson, M., (2015) *Engaged Student Learning. High Impact Strategies to Enhance Student Achievement.* Higher Education Academy. See: https://www.heacademy.ac.uk/knowledge-hub/engagedstudent-learning-high-impact-strategies-enhance-student-achievement
[20] University Mental Health Charter. https://universitymentalhealthcharter.org.uk/

We will continue to offer a flexible range of paid internships throughout the year for current students most at risk of not securing graduate level employment upon completion, and recent graduates not currently in employment, particularly in small to medium-sized enterprises (SMEs). From 2024, we are also piloting paid research internships for L5 students in our target groups with academic potential, but who may not be considering Masters level study. If evaluation suggests this is effective, it will continue throughout the new APP cycle. All internships are specifically designed to enhance the experiences of students who may lack the social and cultural capital required to access graduate-level temp placements through other sources.

Our student entrepreneurship programme, which includes high numbers of our target groups, will continue to stimulate the entrepreneurial aspirations of students and provide them with opportunities to develop skills, knowledge, and experience to positively impact on the workplace, as employees, or in their own businesses. Delivery will include both accredited in-curriculum entrepreneurship modules and an extra-curricular programme of workshops and activities with access to business, funding, mentoring and finance specialists.

5.7   Diversity and Representation

Our Equality, Diversity and Inclusion work will be closely aligned with our APP ambitions and strategy, particularly in the areas which intersect. Sector research findings are amplified by the successful work we have carried out to achieve Bronze awards in both Athena Swan and the Race Equality Charter in 2023, together with Disability Confident Scheme and the current focus on achieving LGBTQ accreditation. We are aware of the challenges implicit in increasing diversity in our relatively small staff body and that a lack of representation and diversity can negatively affects our students' confidence, sense of belonging, mental health, and wellbeing, as well as their studies[21]. To tackle this openly, we have committed to an ambitious programme of work through our REC (Race Equality Charter) and Athena Swan implementation plans, including embedding regular review of our curricula, assessments, processes, placements, and extracurricular opportunities. Students and staff will undertake EDI modules as part of induction and compulsory staff development and EDI will be embedded in training for student leaders.

We also have an effective, cross-university working group to ensure that we will achieve the standards required to meet the new condition of registration in relation to harassment and sexual misconduct and to align this work with our APP commitments and have already implemented a new, simpler 'Report and Support' process for students and participated in the pilot prevalence survey. We will continue to work with staff and students to ensure a culture of safety and respect, to champion diversity and tackle discrimination.

5.8   Academic and Support Service Alignment

From our university-wide consultation and knowledge of our student groups, we know that a holistic, but reactive approach is traditionally taken by academic staff supporting students through teaching and learning and by our student services provision. In order to improve our outcomes, we will increasingly adopt a datadriven proactive approach to targeting interventions for specific student groups, and this will be critical to successful delivery of this APP. The Head of WP will work closely with the Executive Dean responsible for Student Experience, the Dean of Education and Outcomes, the Director of Student Operations and SMSU CEO, to enhance communication, streamline processes and improve practices in the services which our consultation identified as most directly affecting the student experience, including Academic Programmes, Student Services, Registry, Estates, SMSU and Sport St Mary's.

New validation, revalidation and programme review processes will enhance ongoing curriculum and assessment development, which include explicit expectations about improving inclusivity and consideration of data related to B3 metrics and APP objectives. Programme Design Intensives have been implemented, led by our Academic Professional Development team, in collaboration with WP and Employability staff, based on

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[21] Equality and Human Rights Commission: Tackling racial harassment: universities challenged.
https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassmentuniversities-challenged

leading sector work[22]. These engage programmes with students and professional services to interrogate and update module design, pedagogy and assessment, to increase diversity and address structural issues of disadvantage and representation. We will involve a range of students in the co-creation of curricula and in the validation and revalidation of our programmes, and will provide training and remuneration. We will also routinely work with a wide range of student reps to ensure that our policies and procedures are accessible, understandable, and usable by all our student body and that services and processes are easy to navigate and effective.

5.9   Staff Support and Academic Professional Development

The programme design work is one of the ways in which our staff are supported and developed to deliver on our APP objectives and strategies. The acquisition of a Learning Management System (branded SMILE) in January 2024 has meant that staff development resources are now hosted in one place on the university intranet, and it is significantly easier to develop the right resources to support our staff to support our students. For example, our 'three-pronged approach' (policy, platform, people) for Personal Tutoring translates as 1. Personal Tutoring Policy 2. STEP – learner analytics platform 3. Personal Tutoring Hub (training and support for personal tutors). The Personal Tutoring Hub on SMILE contains the first set of resources (launched June 2024) and further resources are being developed to enhance academic staff induction and respond to specific training needs, eg understanding the differences between Level 3 qualifications and adapting induction activities, teaching and assessment accordingly. Staff are encouraged to complete SMILE training using push notifications, and take-up can be monitored individually, and by department. We also have a very well-developed set of resources, led by the WP Student Engagement Manager, and designed by a collaborative, cross-university working group, to enable staff to set up and support a range of student peer mentoring schemes. The Academic Professional Development Team work collaboratively with specialist staff across SMU to delivers workshops in person and online on a range of topics to support our APP delivery, including through our annual Festival of Learning and Teaching, which has prioritised themes of Inclusion and Belonging

5.10 Collaboration and Partnership Working

Although we are a small outreach provider in a busy local market for work with schools and colleges, we have considerable expertise, and successfully contribute to a wide range of collaborative pre- and post-16 sustained engagement and Information, Advice and Guidance (IAG) work. Our award-winning WP outreach team works with a range of partners who bring a diverse set of voices, including our excellent initial teachertraining programmes, students who have experienced local authority care, student ambassadors, local virtual schools, local authority, police force and charities, to develop and deliver relevant and appropriate activities with partner schools. We have also had demonstrable success in our outreach provision with partner organisations, including Linking London, Uni-Connect, National Saturday Clubs and Aimhigher and have been rewarded by receiving the Aimhigher London 'Institution of the Year' and 'Ambassador of the Year' awards in both 2022 and 23. We will focus on embedding and expanding those programmes, particularly raising attainment, building expectations, and clarifying achievable pathways, to support more pupils from underrepresented groups to attain good grades, understand career pathways, and progress to HE. In doing so we will develop and enhance our existing partnerships and explore new collaborative opportunities.

We will work through networks and collaborative projects with other HEIs via the University's membership of GuildHE (currently chaired by our Vice-Chancellor), AdvanceHE, the Higher Education Development Group (HEDG), Quality Assurance Agency (QAA), OfS, UUK (Universities UK) and other sector bodies, including those linked to our Catholic mission, such as Cathedrals Universities to ensure our academic programme

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[22] Undertaken by Oxford Brookes & Anglia Ruskin Universities https://www.brookes.ac.uk/ocsld/courses/teaching-andlearning/course-design-intensives/

offer and content is responsive to best practice and as diverse and inclusive as possible. This will also mean that continuing to seek new opportunities for developing our capacity to offer undergraduate degree apprenticeships, as an alternative to traditional higher education programmes, is a priority. This includes our current application through the OfS degree apprenticeships funding competition to address areas of local need and improve equality of opportunity. If successful in securing Wave 3 funding, plans include offering undergraduate degree apprenticeships in Physiotherapy, Occupational Therapy, and Teaching.

We will work collaboratively with other HE providers in the UK and overseas to expand our partnership and franchised delivery offer at levels 3,4 and 5, to develop new opportunities for our students, build additional capacity for investment, and enable us to further diversify the range of students who study on programmes validated by St Mary's or delivered through formal franchise relationships. Furthermore, progression agreements with partners will ensure that students on franchised programmes can complete their undergraduate degree programmes at SMU without disadvantage, should they wish to do so.

5.10 Financial support

Internal analysis of financial support using the OfS toolkit[23] has shown a statistically significant association with improved rates of academic progression and continuation for bursary recipients. This supports the OfS report on the financial support toolkit[24] and TASO evidence of a small positive impact of financial support on retention, completion, attainment, or positive graduate outcomes for disadvantaged students in receipt of bursaries, compared to their peers. We are aware that the current economic climate has increased financial pressures on students to unprecedented levels, as identified by our student consultation. Similarly, sector research[OBJ] suggests steep rises in the cost of living and the stagnation of maintenance loans have resulted in more than two in three students undertaking part-time work on top of their studies, with [25][OBJ] and one in three considering ending their studies for financial reasons[OBJ]. Our assessment of performance data also identified that students previously eligible for free Schools meals and/or from areas of socioeconomic disadvantage are more vulnerable to economic barriers to continuation and completion. To address these issues, we have refined our range of bursaries and other financial support and will refocus our eligibility criteria to target these populations[OBJ]. Whilst exact details may be subject to change, based on annual evaluation, outcomes, and contextual factors, current information will always be available on our website.[26] Awards currently available are:

- St Mary's Bursary: students previously eligible for FSM or other significant socio-economic disadvantage: £2,000pa for UG studies plus 1yr for PGCE programmes without Government financial awards
- Vice-Chancellor's Excellence Scholarship: for final year undergraduates in financial need
- St Mary's Cares: care experienced students: £3,000pa for undergraduate studies plus additional 1 year for PGCE programmes which do not attract Government financial award
- Sanctuary university: Full fee-waiver and additional 'St Mary's Cares' benefits for at least one asylum-seeking or refugee student per year, for the full duration of their undergraduate studies[27]. • Other: Student Hardship Fund, Student Engagement Fund; Summer, travel & graduation grants;
- A range of paid employment and research internships to students from APP target populations.

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[23] TASO Financial support (post-entry) evidence toolkit. https://taso.org.uk/intervention/financialsupport-post-entry/.
[24] OfS report 'Understanding the impact of the financial support evaluation toolkit. https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financialsupport-evaluationreport-2016-17-2017-18.pdf.
[25] https://www.nus.org.uk/new_data_reveals_the_hidden_student_job_crisis
[26] .Scholarships and bursaries at St Mary's University (stmarys.ac.uk)

[27] Submission for University of Sanctuary status completed in 2023. Currently awaiting confirmation from City of Sanctuary, but benefits began in 23/24.

6. Student consultation

6.1   Student Voices

In addition to the student consultation process described in section 2.1 for the development of this Plan, students play an essential and ongoing role in the development, delivery and monitoring of our APP and associated activities. St Mary's Students' Union are the primary mechanism through which we consult the wider student body and the sabbatical officers and/or key SMSU staff sit on all University Committees and Working Groups into which APP issues are reported (see WPA). Responsibility for Student Sports Clubs and activities and Wellbeing sits with Sport St Mary's and Student Services, therefore representatives from these areas are also included in all student consultation work. In addition, the WP team seeks to involve the widest possible range of diverse student voices in all activity we undertake and has a commitment to 'meeting students where they are'. This means that we regularly engage with students, especially those in leadership positions, wherever appropriate, including our invaluable Student Ambassador workforce, sports club committees, student senior residents, societies committees, student course and EDI reps and student mentors. Where we invite students to work in consultative, co-creative or delivery roles, we pay a London Living Wage, to ensure that engagement is open to those who must combine university life with paid work.

In addition, through the LTSO (Learning, Teaching & Student Outcomes) and EDI committees, SMSU are engaged in discussing and directing all strategic actions or initiatives the University develops to address risks to equality of opportunity. The combination of formal committee involvement and active engagement ensures that students have mutually beneficial insight and oversight of the strategic direction of the APP, active engagement in delivery, and crucial involvement in the monitoring and evaluation of our work

6.2   Impact on APP development

During the 2023-24 academic year, SMSU sabbatical officers and staff were fully engaged in the APP Working Group (reporting to LTSO) to develop this APP, including scrutiny of data, prioritising risks, directing potential objectives and targets, and designing interventions to address our risks to equality of opportunity. The student input to the development of this APP raised a number of key concerns, including; the severe financial difficulties students were facing, the risks for commuting students, lack of focus on LGBTQ+ students, absence of multi-faith support, and the experience of international students and how this impacts on their home student peers. This led us to include socio-economic disadvantage as Risk 4, although not identified in our assessment of performance as our highest priority, and our commitment to exploring the impact of varied measures of financial disadvantage. We also investigated the impact of using different definitions of 'commuter students' in our analysis of outcomes, which led us to include Risk 6. LGBTQ+ students will be included in our focused activities for small-n groups and a multi-faith faith coordinator within the Chaplaincy, whose work will be coordinated with our APP objectives, has been recruited. Whilst International Students are beyond the scope of this APP, we have responded to this concern through the LTSO committee. The APP working group will oversee the implementation of the new APP when approved and their work will be supported and enhanced by monthly meetings between the WP Teams and academic and professional services, to discuss strategic and operational decisions to ensure we work collaboratively to promote student voices, agency and a sense of belonging for our vibrant community.

SMSU do not intend to provide a student submission as we feel that we have been fully included within the planning of this APP and are confident we will continue to be involved in the implementation and evaluation. **Approved by James Turnbull, CEO SMSU, on behalf of SMSU Sabbatical Officers and staff**.

7. Evaluation of the plan

7.1   SMU Evaluation Activity

We recognise that evidence of 'what works' in APP activity is weak across the sector and are therefore committed to developing and sharing knowledge and expertise in this area to contribute to the field of study.

We regularly examine sector research, for example in building social capital[28] and supporting well-being and belonging, and effective approaches to tackling attainment gaps, and contribute our own findings wherever possible. For this APP, we intend to evaluate each activity within the intervention strategies, rather than the intervention strategies as a whole. All evaluation reports will form part of an annual review process, reported to the university's governance committees (as above).

We have one full-time WP Research and Impact Evaluation Officer dedicated to APP work and plan to strengthen this with additional posts and intern opportunities to fulfil our commitment to undertaking high quality impact evaluation and the OfS requirement to publish and disseminate our findings. Led and coordinated by the WP Team, planning and monitoring of all APP activities from development through to implementation, financial investment, and final evaluation stage, go through an impact evaluation process commensurate with their size, cost, and potential for impact. All our APP intervention strategies and actions across the whole student lifecycle, from Outreach to Progression, follow a Theory of Change approach. This ensures that the rationale and reasoning behind all activities is clear and purposeful, objectives are explicit, and impact evaluation strategies and tools are agreed from the start. In order to define appropriate evidence for our work and produce effective impact evaluation reports, we use OfS and TASO's Standards of Evidence definitions and resources to select Type 1, Type 2, or Type 3 evidence, as appropriate, including pre- and post- questionnaires, empirical outcome data, comparator groups where possible and narrative exploration of students' lived experiences. We regularly use the TASO Access and Success Questionnaire (ASQ) and embed relevant scales from the ASQ into our questionnaires where appropriate. We use TASO Mapping Outcomes and Activities tool (MOAT) resources to assist planning and evaluation of our activities.

7.2 Governance

Monitoring progress against delivery of the plan will be done at least every semester within the governance structure, using action trackers and reporting findings to University Committees as appropriate. In practice, this will mean that responsibility for leading the monitoring of the APP will rest with the Head of Widening Participation and the Dean for Education and Outcomes and will be an essential function of the LTSO. An Implementation Plan and action tracker will include all key priorities, objectives and intervention strategies and impact evaluation data will be examined in relation to the action tracker and reported to LTSO and FQCSEs at their regular meetings and in Deans' annual reports. Outcomes will be considered by the Academic Board and the Governing Body (at least twice per year) to monitor performance against APP targets. Financial reporting to the OfS will occur through Annual Financial Returns (for all APP activities inc. Success and Progression) and Annual Monitoring Returns for (Access, Financial Support and Research and Impact Evaluation). Furthermore, the provisions of the APP, outcomes of evaluation and monitoring and progress against targets will be shared with students by the SMSU, Student Ambassador and Student Engagement staff, to enable student engagement with progress to be as inclusive and wide as possible.

7.3 External Collaboration to Enhance Impact Evaluation

We ensure that our work contributes to the community of practice in the university and the sector, by: working collaboratively with a range of organisations and HEIs; sharing our practice and inviting scrutiny of our work by contributing to workshops and conferences; and publishing our results. WP team members are active members of three research centres within SMU (see 1.6) as well as external bodies, such as the Network for Evaluating and Researching University Participation Interventions (NERUPI), GuildHE and TASO and we use the praxis-based networks, and their tools, to examine and maximise the impact of our APP activity (e.g the OfS Financial Support Evaluation model). In addition, we were lead institution on a collaborative OfS-funded wellbeing project (completed 2023), addressing demographic groups within the

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[28] Eg. Mc Duff, N., Tatam, J., Beacock, O, and Ross, F., (2018) 'Closing the attainment gap for students from black and minority ethnic backgrounds through institutional change', *Widening Participation and Lifelong Learning,* 20, Number 1.
https://www.ingentaconnect.com/content/openu/jwpll/2018/00000020/00000001/art00005

scope of this APP. We will embed the learning from this project and continue a research relationship with collaborating partners. All of the above will significantly enhance the development of our evaluation practice.

8. Provision of information to students

Information for prospective students about course fees and financial support available is primarily provided through our website and included in all programme information. We provide UCAS and the Student Loan Company with prompt updates of all necessary information to ensure students can make informed decisions.

We are mindful of the needs of different student groups and ensure these are provided for across communication channels. Our Outreach, Recruitment and Student Services Teams visit schools and colleges, attend higher education fairs, and deliver talks and workshops for learners, further supporting access to information and advice about fees, funding, and financial support for prospective students. When students join us, information is publicised through our intranet, student app and social media channels and through our dedicated student services, in induction and individual student consultations. We also proactively contact eligible students directly, to ensure that uptake of financial and other support is as full as possible, including through our Get Set for Success Peer-to-Peer Callout project (see section 4). We review the uptake of support, including financial support, throughout the year and can respond nimbly when changes occur, to ensure that support reaches those students who need it.

This Access and Participation Plan, together with all previous Access and Participation Plans and Access Agreements, will be available on our website for public access, summarised to facilitate accessibility and publicised to students and staff through our intranet, social media channels and app

Annex A: Data Analysis and Consultation

Assessment of Performance: Student Access and Outcome Gaps

This paper discusses some of the gaps in St Mary's student access and attainment (outcomes) in relation to student characteristics and is intended to provide information that may be useful in preparing St Mary's new *Access & Participation Plan*. As such the focus is on UK-domiciled undergraduate (FDN and first degree) students.

The OfS guidance on developing new Access & Participation Plans points universities to the *Equality of Opportunities Risk Register* which encourages the examination of *gaps* in student outcomes across multiple characteristics. In practice there are thousands of combinations of characteristics that can be examined, and this paper necessarily only considers a small selection where student numbers are sufficient for meaningful analysis. Data are largely sourced from individualised data files informing OfS dashboards, but where available HESA data have also been included for 2022/23 to provide a more up-to-date picture.

1. Access

1.1 Access by Ethnic Groupings

1.1.1   An important pillar of St Mary's widening participation strategy is to increase the numbers of BAME entrants via partnership arrangements.

Table 1: St Mary's (including partners) UK domiciled, full-time, first degree intakes – percentages by ethnic grouping

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Richmond 2021 Census	London 2021 Census
Asian	8.4%	7.4%	7.6%	8.5%	8.4%	10.1%	8.9%	20.7%
Black	13.4%	11.4%	13.5%	14.6%	11.7%	14.2%	1.9%	13.5%
Mixed	7.1%	6.3%	9.0%	8.1%	8.6%	9.6%	5.5%	6.3%
Other	3.3%	3.2%	3.2%	3.6%	4.0%	4.6%	3.3%	5.7%
BAME	32.2%	28.3%	33.3%	34.8%	32.7%	38.5%	19.5%	46.2%
White	67.7%	71.6%	66.8%	65.3%	67.3%	61.6%	80.5%	53.8%
Unknown	0.9%	1.4%	0.9%	1.4%	1.3%	0.3%		

Source: OfS individualised data

1.1.2   The proportion of new full-time, BAME first degree entrants reached 38.5% in 2021/22 although HESA data suggests a decline in 2022/23 to 31.2%, higher than the proportion of BAME population in the Borough of Richmond, but lower than that for Greater London (Census 2021). The 2022/23 figure will be revised on publication of OfS data (expected July/August 2024), but is still likely to show a decline in BAME access on the previous year.

1.1.3   Whilst the proportions of Black, Mixed and Other new entrants are broadly in keeping with the London population, the percentage of Asian new entrants is still more than 10 percentage points off the Asian population of London. Increasing the percentage of Asian new entrants was a target in the previous APP and should be considered for inclusion again. There certainly appears to be scope for the University to increase the number of Asian entrants and in so doing move closer to the BAME proportion for London.

1.1.4   For UK domiciled full-time foundation degree entrants, the proportion of St Mary's intake of BAME students peaked at 36.9% in 2018/19 (before covid) and is now at around 30% (see Table 3 below).

Table 3: St Mary's (including partners) UK domiciled full-time, FDN intakes by ethnic group

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Asian	9.4%	8.1%	5.4%	6.5%	4.7%	7.3%
Black	10.4%	13.0%	18.9%	14.1%	8.5%	10.0%
Mixed	10.4%	3.3%	10.8%	7.6%	11.3%	10.9%
Other	3.1%	1.6%	1.8%	1.1%	1.9%	1.8%
BAME	33.3%	26.0%	36.9%	29.3%	26.4%	30.0%
White	66.7%	74.0%	63.1%	70.7%	73.6%	70.0%

Source: OfS individualised data

1.2 Access by Deprivation Indices

1.2.1 The percentage of UK domiciled full-time first degree entrants from IMD quintiles 1 & 2 (the most deprived postcode areas) has been steadily increasing since 2018/19 and reached 36.2% in 2021/22 and HESA data for 2022/23 suggests the percentage will rise again for 2022/23 starters (confirmation is expected July/August 2024).

Table 4: St Mary's (including partners) UK domiciled full-time, first degree intakes by IMD quintile

IMD Quintile	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1	11.9%	10.3%	11.5%	12.5%	11.2%	12.2%
2	23.7%	22.8%	20.8%	22.3%	24.4%	24.0%
1 & 2	35.6%	33.1%	32.3%	34.8%	35.7%	36.2%
3	21.4%	19.4%	21.5%	22.4%	19.6%	23.5%
4	19.6%	22.5%	19.2%	19.4%	19.7%	18.0%
5	23.3%	25.0%	27.1%	23.4%	24.9%	22.3%
3,4,5	64.4%	66.9%	67.7%	65.2%	64.3%	63.8%

Source: OfS individualised data

1.2.2 Whilst the proportion of intake from IMD quintiles 1 & 2 has increased, the proportion of intake from TUNDRA quintiles 1 & 2 has remained very consistent, at around 20% over several years (see Table 5 below). TUNDRA (tracking under-representation by area) is similar to the previously used POLAR4 measure,

but is based on the likelihood of 16 year-old state-funded mainstream school pupils participating in HE at age 18 or 19 (where quintiles 1 & 2 are the areas of lowest participation). *Table 5: St Mary's (including partners) Young, UK domiciled full-time, first degree intakes*

TUNDRA Quintile	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1	7.7%	8.1%	6.8%	7.1%	6.5%	7.1%
2	11.0%	13.2%	13.4%	12.2%	14.7%	11.2%
1 & 2	**18.7%**	**21.3%**	**20.2%**	**19.3%**	**21.2%**	**18.3%**
3	18.4%	18.8%	15.1%	16.6%	14.8%	15.1%
4	23.5%	22.7%	23.9%	24.0%	24.4%	25.8%
5	39.5%	37.3%	40.9%	40.0%	39.6%	40.9%
3,4,5	**81.3%**	**78.7%**	**79.8%**	**80.7%**	**78.8%**	**81.7%**

Source: OfS individualised data

1.2.3 TUNDRA quintiles are currently calculated using wider areas than IMD. Students from TUNDRA quintiles 1 & 2 are not necessarily from the most deprived neighbourhoods, but from wider areas with a high percentage of mainstream state schools with low HE take-up, just as those from TUNDRA 3,4,5 could come from pockets of deprivation within more affluent wider areas.

Table 6: St Mary's (including partners) UK domiciled full-time, FDN intakes by IMD quintile

IMD Quintile	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1	13.4%	9.1%	18.2%	12.1%	12.3%	10.1%
2	27.8%	23.1%	20.9%	22.2%	14.2%	16.5%
1 & 2	**41.2%**	**32.2%**	**39.1%**	**34.3%**	**26.4%**	**26.6%**
3	23.7%	19.0%	15.5%	21.2%	17.0%	29.4%
4	19.6%	27.3%	22.7%	15.2%	24.5%	18.3%
5	15.5%	21.5%	22.7%	29.3%	32.1%	25.7%
3,4,5	**58.8%**	**67.8%**	**60.9%**	**65.7%**	**73.6%**	**73.4%**

*Source: OfS individualised data, except *HESA Core Data 2022/23*

1.2.4 For FDN degree, entrants from IMD 1 & 2 accounted for a decreasing percentage of all FDN entrants from 2018/19 to 2020/21 with the 2021/22 figure of 26.6% only slightly up on the previous year. The most recent HESA data (yet to be confirmed by HESA or OfS) appears to reverse the trend, with a percentage split between IMD quintiles 1 & 2 and 3,4,5 that returns to something close to the 2018/19 figures.

Table 7: St Mary's (including partners) Young, UK domiciled full-time, FDN intake by TUNDRA quintile

TUNDRA Quintile	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
1 & 2	19.4%	17.0%	8.7%	2.6%	12.0%	19.4%
3,4,5	80.6%	83.0%	91.3%	97.4%	88.0%	80.6%

Source: OfS individualised data

1.2.5 In 2021/22 the percentage of intake from TUNDRA quintiles 1 & 2 returned to a level (19.4%) not seen since 2016/17.   As yet unconfirmed HESA data for 2022/23 suggests a further increase in the proportion of FDN entrants from TUNDRA quintiles 1 & 2 compared to previous years.

1.2.6 Generally, the University has shown improvement in 2021/22 in terms of the proportions of new entrants from the most deprived postcode areas and this appears to be continuing for 2022/23, pending the confirmation of St Mary's figures by HESA and OfS (expected July/August 2024).

1.3 Access by Entry Qualifications

Table 8: St Mary's (including partners) UK domiciled full-time, first degree intake by highest qualification type on entry

	2017/18	2018/19	2019/20	2020/21	2021/22
Female	**54.3%**	**53.1%**	**52.5%**	**52.4%**	**48.9%**

Includes A-Levels	55.4%	49.7%	43.1%	43.5%	44.0%
BTEC Only	24.2%	25.9%	23.2%	28.5%	25.6%
Other	20.4%	24.4%	33.7%	27.9%	30.4%
Male	**45.7%**	**46.9%**	**47.5%**	**47.1%**	**51.0%**
Includes A-Levels	41.3%	37.6%	29.1%	30.7%	27.5%
BTEC Only	39.8%	43.7%	43.5%	41.6%	41.9%
Other	18.8%	18.7%	27.5%	27.7%	30.6%
All					
Includes A-Levels	49.0%	44.0%	36.4%	37.5%	35.6%
BTEC Only	31.4%	34.3%	32.8%	34.6%	34.0%
Other	19.7%	21.7%	30.7%	27.9%	30.5%

Source: OfS individualised data

1.3.1 From 2018/19 onwards, St Mary's UK domiciled full-time first degree entrants who are male are more likely to hold BTEC qualifications than A levels, whereas for female entrants A levels remain the most common entry qualification (see table 8 above). This may have a significant bearing on gender gaps in attainment, which will be highlighted later in this paper.

1.3.2 Taking new entrants as a whole, the split between entrants holding A levels, BTECs or other qualifications is fairly even in 2021/22. Although 2022/23 data is not currently available for the categories shown, it seems likely that this even split will have changed quite considerably with new partnership activity. The expectation is that the percentage of "Other" qualifications will increase, and entrants holding A levels (steadily declining in significance over the period shown) will become the minority.

1.3.3 Chart 1 below shows the proportion of St Mary's UK domiciled full-time first degree entrants with Alevel qualifications split by ethnic groupings. White or Asian student cohorts are the only groups more likely to hold A level than other qualifications, whereas about 50% of St Mary's Black entrants have a BTEC qualification, and only about 18% are entering with A level qualifications.

1.3.4 Just over 40% of white students entered St Mary's with A level qualifications in 2021/22 (with BTEC and Other qualifications accounting for about 30% each), a figure that has been declining steadily since 2016/17 when 56% of white entrants held A level qualifications.

Chart 1: UK-domiciled full-time first degree entrants with A-Level qualifications by ethnicity
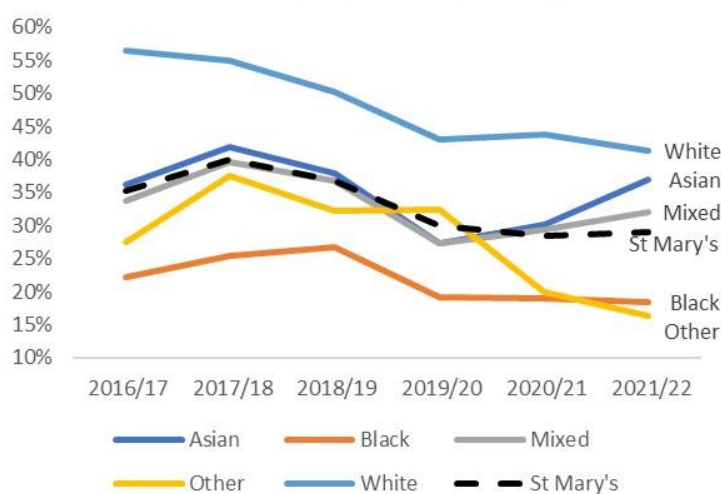
1.3.5 Attracting students who hold BTECs and other "non-traditional" entry qualifications (including foundation and access qualifications) can be a key component of a university's widening participation strategy, and this appears to be the general trend for St Mary's. There are however existing gaps in student outcomes around entry qualifications discussed later in this paper.

1.3.6 Although access gaps are present around tariff score (see Tables 9 and 10 below), the type of entry qualification and the difference between technical and academic learning, might be more significant in terms of gaps in student outcomes. Although tariff scores for different types of entry qualification are often presented as equivalent (for example in national league tables) BTEC holders generally have worse outcomes than A level holders with the same tariff scores.

Table 9: St Mary's (including partners) UK domiciled full-time, first degree intake by average tariff score on entry and gender

	2017/18	2018/19	2019/20	2020/21	2021/22
Female	117.5	110.3	104.5	109.0	112.7
Male	118.5	109.0	99.8	103.8	105.8
Total	**118.0**	**109.7**	**102.1**	**106.4**	**109.2**
Gender Gap	1.0	-1.3	-4.8	-5.2	-7.0

Source: HESA (HEIDI+)

Table 10: St Mary's (including partners) UK domiciled full-time, first degree intakes by average tariff score on entry and ethnic grouping

	2017/18	2018/19	2019/20	2020/21	2021/22
Asian	103.1	98.2	91.0	95.2	98.2
Black	122.0	99.2	91.0	102.6	93.6
Mixed	118.2	97.3	93.3	98.7	109.2
Other	119.2	94.8	86.0	98.2	98.4
BAME	**115.7**	**98.1**	**91.0**	**99.1**	**99.4**
White	118.8	115.4	108.0	110.3	115.4
St Mary's	**118.0**	**110.0**	**102.3**	**106.6**	**109.2**
Asian tariff gap	15.6	17.2	17.0	15.1	17.3
Black tariff gap	-3.2	16.1	17.0	7.7	21.9
BAME tariff gap	**3.1**	**17.3**	**17.0**	**11.2**	**16.0**

Source: HESA (HEIDI+)

2. Attainment

2.1 Attainment by Ethnicity

2.1.1   In terms of Good Honours degrees as a percentage of all awards, 2019/20 marked the year when the gap between St Mary's white and BAME qualifiers was at its smallest at 9.8 percentage points.

2.1.2   2019/20 is also the year when St Mary's recorded its highest percentage of Good Honours awards (81.3% in OfS dashboard data). Since then, the University has successfully brought down the percentage of Good Honours awards to pre-pandemic levels, in accordance with directives from the OfS. However, as Good Honours came down in 2020/21 and 2021/22, so the gap between the percentage of white and BAME qualifiers widened. Particularly notable was the attainment gap between white and Black qualifiers which had widened to almost 30 percentage points in 2021/20.

Chart 2: UK domiciled full-time first degree "Good Honours" awards by ethnic grouping
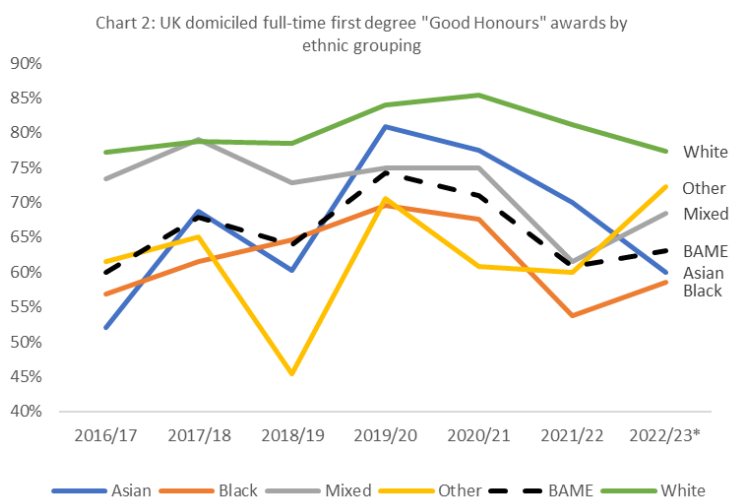
2.1.3 Internal data confirms that the percentage of Black qualifiers achieving Good Honours has improved in 2022/23 to narrow the gap to around 19 percentage points (awaiting confirmation of HESA/OfS figures). Unfortunately, the percentage of Asian qualifiers achieving Good Honours has continued to fall from a high of 80.9% in 2019/20 to 60% in 2022/23, widening the gap between white and Asian qualifiers to 17 percentage points.

2.1.4   Despite this, the gap between white and BAME students achieving Good Honours awards has improved to around 14 percentage points in 2022/23 (see table 11 below).

Table 11: St Mary's (including partners) UK domiciled full-time attainment awarding gaps (percentage points) by ethnicity

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*
BAME Gap	**17.3**	**10.9**	**14.6**	**9.8**	**14.4**	**20.3**	**14.2**
Female	21.2	9.7	14.8	5.0	8.5	15.5	12.6
Male	12.4	13.0	15.1	21.0	27.4	26.2	17.0
Asian Gap	**25.2**	**10.1**	**18.2**	**3.1**	**7.9**	**11.1**	**17.3**
Female	31.2	5.1	20.9	2.2	3.0	2.8	20.0
Male	14.8	24.4	15.0	6.8	26.0	22.6	15.0
Black Gap	**20.3**	**17.3**	**13.9**	**14.4**	**17.8**	**27.4**	**18.7**
Female	23.8	20.5	10.3	7.3	13.0	24.9	13.2
Male	15.6	12.9	19.3	27.8	26.7	30.2	24.6

*Source: OfS individualised data, except *SITS*

2.1.5   Historically there has been a larger, consistent attainment gap between white and Asian male qualifiers than between white and Asian female qualifiers, but SITS indicates a gap of around 20 percentage points between white and Asian female qualifiers in 2022/23, following three years in which the gap was only 3 or less percentage points.

2.1.6   The gaps between white and Black qualifiers appear more consistent, regardless of gender, but there has been a gap of more than 20 percentage points in each of the past four years between white male and Black male qualifiers achieving Good Honours.

2.1.7   It is recommended that targets are included in the APP to diminish the attainment gap for BAME students, including a specific target to reduce the gap for Black male students.

2.2 Attainment by Gender

2.2.1   Looking at gender attainment gaps within the broad ethnic groupings, it is apparent that, regardless of ethnicity, female qualifiers are more likely to receive Good Honours than their male counterparts (signified by negative percentage point figures in table 12 below). The gender attainment gap has been widening since 2018/19 and internal SITS data suggests a gap of around 20 percentage points between female and male qualifiers.

Table 12: St Mary's (including partners) UK domiciled full-time attainment awarding gaps (percentage points) by gender

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*
Gender Gap	*-8.0*	*-8.4*	*-6.8*	*-8.8*	*-11.9*	*-13.4*	*-20.0*
BAME	-2.9	-10.8	-7.7	-21.9	-27.6	-21.3	-23.4
Asian	4.7	-26.8	-1.5	-10.5	-31.7	-30.4	-14.3
Black	-3.5	0.1	-16.4	-26.4	-22.4	-15.7	-31.2
White	-11.7	-7.5	-7.4	-5.9	-8.7	-10.6	-19.8

*Source: OfS individualised data, except *SITS*

2.2.2   This includes an attainment gap of 31.2 percentage points between Black female and Black male qualifiers and a 23.4 percentage point gap between all BAME female and BAME male qualifiers.

2.2.3 Table 13 below breaks down the 20-percentage point gender attainment gap in 2022/23 by Faculty and School. SBC, SAHLS and SSEAS have the largest gaps in the percentage of Good Honours awards attained by female and male qualifiers, whilst SLS and SLCA have the most even splits between male and female qualifiers (very small qualifier numbers in the School of Theology are skewing its percentage figures).

Table 13: St Mary's (including partners) UK domiciled full-time attainment awarding gaps 2022/23 by gender

	FBL			FETTA				FSTHS			St Mary's
	SBC	SLS	Total	SE	SLCA	ST	Total	SAHLS	SSEAS	Total	
Female	85.4%	79.1%	82.1%	79.7%	90.9%	75.0%	83.0%	80.0%	64.5%	75.7%	81.0%

Male	57.1%	81.8%	61.7%	72.7%	90.6%	100.0%	85.7%	63.4%	42.9%	51.5%	61.0%
Total	**70.0%**	**79.6%**	**73.6%**	**78.9%**	**90.8%**	**92.3%**	**83.5%**	**72.2%**	**48.1%**	**61.1%**	**73.1%**
Gap (p.p.)	**-28.2**	**2.7**	**-20.5**	**-6.9**	**-0.3**	**25.0**	**2.7**	**-16.6**	**-21.7**	**-24.2**	**-20.0**

Source: SITS

2.3 Attainment by Deprivation Indices

Table 14: St Mary's (including partners) UK domiciled full-time attainment awarding gaps (percentage points) by IMD quintiles

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*
IMD 1&2 vs 3,4,5	**12.8**	**12.2**	**9.0**	**7.2**	**11.3**	**15.3**	**7.1**
BAME	3.1	14.1	13.4	-0.7	18.9	18.1	7.6
Male	17.0	8.9	8.4	9.3	18.4	18.5	5.2
Female	10.1	14.3	9.4	5.9	6.7	15.2	8.5

*Source: OfS individualised data, except *SITS*

2.3.2 2.3.1 Whilst there exists an attainment gap between IMD quintiles 1 & 2 and IMD quintiles 3,4,5 internal data for 2022/23 shows a narrowing of this gap. In the previous two years the gap appeared more pronounced amongst male students and BAME students (BAME IMD 1&2 compared with BAME IMD 3,4,5).

Table 15: St Mary's (including partners) UK domiciled full-time Good Honours attainment by Free School Meal eligibility

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
FSM eligible	62.1%	70.9%	54.2%	77.1%	74.7%	60.3%
Non-eligible	75.9%	75.4%	76.9%	81.2%	82.6%	77.1%
FSM Eligibility Gap (p.p.)	**13.9**	**4.5**	**22.7**	**4.1**	**7.9**	**16.8**

Source: OfS individualised data

2.3.3 Free School Meal eligibility at secondary school provides an alternative, and arguably more direct, measure of deprivation with which to analyse student outcomes. Whilst there is variation in the observed attainment gap between graduates who were eligible for FSM during their secondary school years and those who were not eligible, the gap has widened since 2019/20 (see Table 15 above).

2.4 Attainment by Entry Qualifications

Table 16: St Mary's (including partners) UK domiciled full-time first degree Good Honours awards by highest qualification on entry

	2016/17		2017/18		2018/19		2019/20		2020/21		2021/22	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Includes A-Levels	457	80.2%	477	83.7%	396	81.8%	388	89.2%	284	86.1%	257	85.7%
BTEC Only	126	56.3%	162	63.0%	148	58.0%	155	66.5%	150	75.0%	103	58.9%
Other Level 3 (with Tariff)	58	72.5%	52	69.3%	50	76.9%	49	86.0%	50	82.0%	65	70.7%
Access, Foundation or other Level 3 without Tariff	33	68.8%	38	71.7%	27	73.0%	25	80.6%	13	59.1%	24	75.0%
HE Level	32	59.3%	42	65.6%	74	77.1%	66	79.5%	62	76.5%	49	76.6%

Source: OfS individualised data

2.4.1   Table 16 above shows Good Honours attainment rates by highest qualifications on entry. There are numerous recognised types of qualification held by new entrants and for purposes of analysis these have been grouped into the categories shown above.

2.4.2   The most obvious, consistent gap involving significant numbers of graduates is that between those entering with A levels and those with a BTEC qualification only. In 2021/22 the gap was 26.8 percentage points.

3. Retention

3.1 Retention by Ethnicity

3.1.1 Looking at the in-year retention rates for St Mary's (excluding partner institutions) UK-domiciled fulltime first degree students in Year 1 of their studies, 2022/23 marks the smallest retention gap between white and BAME students over a five year period (see Chart 3 below)

3.1.2 A retention gap between white and Asian students has emerged in 2022/23, whilst the gap between white and Black students has narrowed considerably from 13.6 percentage points in 2021/22 to only 3.8 percentage points in 2022/23.   Retention rates for Mixed and Other ethnic groups are also improving and were better than those of white students in 2022/23.

Chart 3: St Mary's (taught) Home, full-time Y1 first degree retention rates by ethnic group
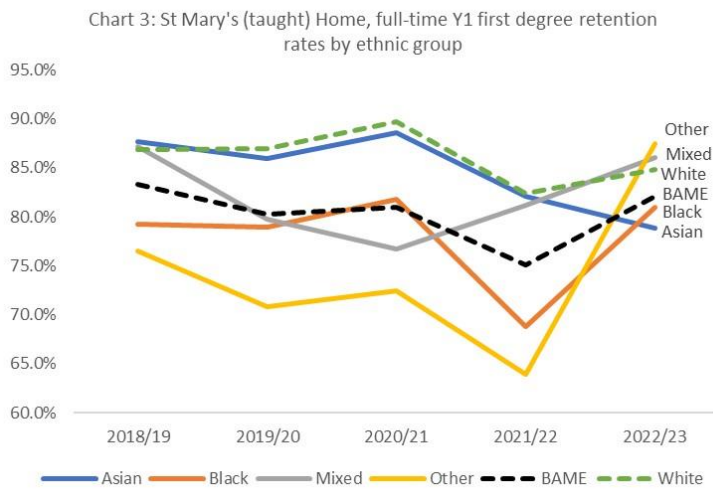
3.1.3   These figures will impact on future publications of OfS data on continuation from Year 1 to a second year of study. We should expect the continuation gap between St Mary's taught UK-domiciled white and BAME first degree students to begin to narrow in the next two publications of the OfS Student Outcomes dashboard.

3.1.4   Apart from the emerging gap between white and Asian first degree students, this sounds generally positive, but it is worth stating that attrition rates for 2022/23 are still high (18% for St Mary's taught UK-domiciled first degree BAME students, 15% for their white counterparts).

3.1.5 With a focus on the student population informing the APP, this paper is not concerned with the *complete* retention/continuation picture for St Mary's. As has been stated in previous SPO papers, poor overall retention for Year 1 full-time, first degree students, largely centred around high levels of *International* student attrition, is an area of risk for the University.

3.2 Retention by Indices of Deprivation

3.2.1 Although there are retention gaps for IMD quintiles, a similar pattern to ethnicity gaps is observed over the period (see table 17 below). A large gap in Year 1 retention for Home, fulltime, first degree students from IMD quintiles 1 & 2 and their counterparts from quintiles 3,4,5 was observed in 2021/22 (11.7 percentage points) and this has narrowed in 2022/23 (to 5.4 percentage points, closer to the gaps observed prior to 2021/22).

Table 17: St Mary's (including partners) Home full-time Year 1 first degree retention rates by IMD quintiles

IMD Quintile	2019/20		2020/21		2021/22		2022/23	
	Successful	Withdrawn	Successful	Withdrawn	Successful	Withdrawn	Successful	Withdrawn
1	83.5%	16.5%	82.8%	17.2%	67.5%	32.5%	81.0%	19.0%
2	83.0%	17.0%	84.9%	15.1%	75.9%	24.1%	79.5%	20.5%
IMD 1 & 2	**83.2%**	**16.8%**	**84.2%**	**15.8%**	**73.0%**	**27.0%**	**80.1%**	**19.9%**
3	80.8%	19.2%	86.9%	13.1%	83.8%	16.2%	84.6%	15.4%

4	89.0%	11.0%	89.0%	11.0%	83.3%	16.7%	83.0%	17.0%
5	86.2%	13.8%	88.7%	11.3%	86.4%	13.6%	88.6%	11.4%
IMD, 3,4,5	**85.3%**	**14.7%**	**88.2%**	**11.8%**	**84.7%**	**15.3%**	**85.5%**	**14.5%**
Gap (p.p.)	**2.1**		**4.0**		**11.7**		**5.4**	

Source: St Mary's Student Record System (SITS)

3.2.2 These figures include partner institutions and the overall context is an improvement in all Home, fulltime, first degree retention in Year 1 in 2022/23 (circa 17%) compared to the previous year (19.4%).

3.2.3 Analysis reveals no existing retention gap for Young, Home, full-time, first degree students from TUNDRA quintiles 1 & 2 and those from quintiles 3,4,5.

3.3 Retention by Gender

Table 18: St Mary's (including partners) Home full-time Year 1 first degree retention rates by gender

	2018/19	2019/20	2020/21	2021/22	2022/23
Female	88.0%	89.5%	88.6%	84.3%	87.8%
Male	83.5%	81.2%	84.9%	78.4%	78.6%
Gap (p.p.)	**-4.5**	**-8.3**	**-3.7**	**-5.9**	**-9.1**

Source: St Mary's Student Record System (SITS)

3.3.1 Table 18 demonstrates the existing retention gap between male and female full-time Year 1 first degree students (expressed as a negative percentage point), which has widened in 2022/23 as the female retention rate has improved on the previous year whilst the male retention rate has barely changed.

3.3.2 In table 19 below, one can see how the 2022/23 gender retention gaps apply across schools. There are no significant gender retention gaps in the schools within FETTA.

Table 19: St Mary's (including partners) Home full-time Year 1 first degree retention rates by gender

	FBL			FETTA				FSTHS			St Mary's
	SBC	SLS	Total	SE	SLCA	ST	Total	SAHLS	SSEAS	Total	
Successful	205	59	264	121	55	8	184	103	58	161	**609**
Withdrawn	32	9	41	12	8		20	12	12	24	**85**
Female	**86.5%**	**86.8%**	**86.6%**	**91.0%**	**87.3%**	**100.0%**	**90.2%**	**89.6%**	**82.9%**	**87.0%**	**87.8%**
Successful	236	19	255	19	37	7	63	66	131	197	**515**
Withdrawn	72	7	79	2	4		6	18	37	55	**140**
Male	**76.6%**	**73.1%**	**76.3%**	**90.5%**	**90.2%**	**100.0%**	**91.3%**	**78.6%**	**78.0%**	**78.2%**	**78.6%**
Gap	**-9.9**	**-13.7**	**-10.2**	**-0.5**	**2.9**	**0.0**	**1.1**	**-11.0**	**-4.9**	**-8.9**	**-9.1**

Source: St Mary's Student Record System (SITS)

4. Continuation

4.1 Continuation by demographic groups

Table 20: St Mary's (including partners) Home full-time Year 1 first degree continuation gaps (percentage points)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
BAME	**5.7**	**7.1**	**3.3**	**5.5**	**9.8**	**3.8**
Asian	2.7	7.4	2.6	2.0	12.1	7.2
Black	7.9	5.6	4.7	8.2	12.3	4.1
Gender	-5.8	-1.8	-5.0	-2.0	-8.7	-5.0
IMD 1&2 vs 3,4,5	5.2	9.4	1.7	6.2	4.6	4.0
Commuter Gap	6.3	6.4	4.8	4.8	6.4	10.1

FSM eligibility	5.7	6.9	4.2	9.4	12.2	6.8

Source: OfS individualised data

4.1.1 For Home, full-time, first degree students there is a continuation gap around ethnicity, but it had narrowed for 2020/21 entrants (including the gap between white and Black students to its lowest for several years). St Mary's retention data (see Chart 3) gives an indication of what is likely to happen to published continuation gaps over the next couple of years.

4.1.2 Although the continuation gap between UK domiciled full-time first degree white and Black students is expected to widen for 2021/22 entrants, and a wider gap is expected to emerge between white and Asian students for 2022/23, the continuation gap between white and all BAME students is likely to narrow in the next two publications of the OfS student outcomes dashboard. Missing ethnicity data from one franchised partner college in the 2022/23 HESA return will obscure the degree to which new partnerships have been successful in closing student outcome gaps around ethnicity.

Table 21: St Mary's (including partners) UK domiciled full-time Year 1 first degree continuation against comparator groups

		St Mary's 4-year aggregate	Sector Average (102)	London Average (21)	UCAS Competitors (7)	Cathedrals Group (14)
Asian	Continuation %	82.0%	90.4%	90.8%	88.6%	85.3%
	St Mary's Rank		89th	20th	7th	10th
	Gap (p.p.)	6.4	0.7	-0.2	0.4	4.0
	St Mary's Rank		91st	20th	7th	9th
Black	Continuation %	80.5%	88.4%	87.2%	84.9%	83.6%
	St Mary's Rank		90th	19th	7th	11th
	Gap (p.p.)	7.9	2.7	3.4	4.0	5.7
	St Mary's Rank		91st	19th	7th	11th
All BAME	Continuation %	82.9%	89.2%	89.0%	86.9%	84.6%
	St Mary's Rank		91st	20th	7th	11th
	Gap (p.p.)	5.5	2.0	1.5	2.1	4.7
	St Mary's Rank		94th	20th	7th	11th
White	Continuation %	88.4%	91.1%	90.6%	89.0%	89.3%
	St Mary's Rank		80th	20th	5th	10th
Overall	**Continuation %**	**86.4%**	**90.7%**	**89.9%**	**87.7%**	**88.3%**
	St Mary's Rank		**83rd**	**17th**	**5th**	**11th**

Source: OfS

4.1.3 Poor overall continuation rates for St Mary's are a recognised risk for the University. Table 21 above uses the four-year aggregate for UK-domiciled, full-time, first degree students (the OfS "headline" figure) and shows how the University's continuation rates compare with the sector, London, its UCAS competitors and the Cathedrals Group.

4.1.4 Whilst St Mary's is 83rd out of 102 in the sector of English universities (excluding some specialist institutions), for continuation of full-time first degree BAME students it ranks 91st and the 4-year aggregate continuation gap of 5.5 percentage points between BAME and white students ranks 94th; only seven institutions have a wider BAME continuation gap.

4.1.5 Amongst non-specialist London institutions, only London Metropolitan has a poorer continuation rate for BAME students and a wider continuation gap between BAME and white students.

4.2 Continuation by Commute

4.2.1 The OfS have indicated that universities should consider any potential gaps in outcomes between commuter and non-commuter students and universities have been given leeway to consider their
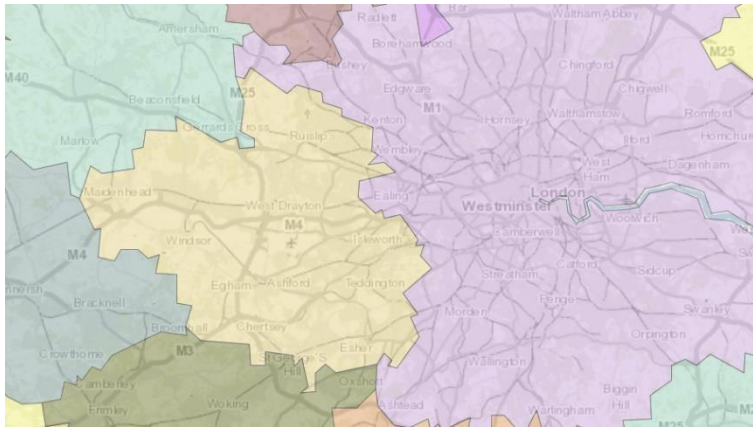
own definitions of "commuter students".

One way of doing that would be to use the Office of National Statistics (ONS) Travel to Work Areas (TTWAs). St Mary's is positioned to the extreme east of the *Slough & Heathrow* TTWA (yellow on the above map) and the full-time, first degree continuation gap for UK domiciled students with a termtime postcode within the TTWA and those outside is around 10 percentage points for 2020/21.

4.2.2 A rising cost of living could potentially have a greater impact than IMD quintile on students commuting long distances to campus. As shown in the map above, commuter students, as defined by the OfS, could easily be travelling much shorter distances to campus than their non-commuter counterparts, and the annual cost of their commute could be a lot cheaper.

4.2.3 Given St Mary's geographical location within the *Slough & Heathrow* TTWA, the Strategic Planning Office has sought to examine more satisfactory ways of defining "commuter students" and using average travel time (using public transport) from term-time address to campus is considered to offer a more nuanced approach. The map below shows local areas by average travel times to campus using public transport. The red zone is the vicinity around St Mary's where travel to campus from term-time address is less than 15 minutes. The students to whom this applies, including those in residences on-campus, would be considered non-commuters for the purposes of gap analysis. The darker shaded areas are those where average travel time to campus is between 15 and 30 minutes.
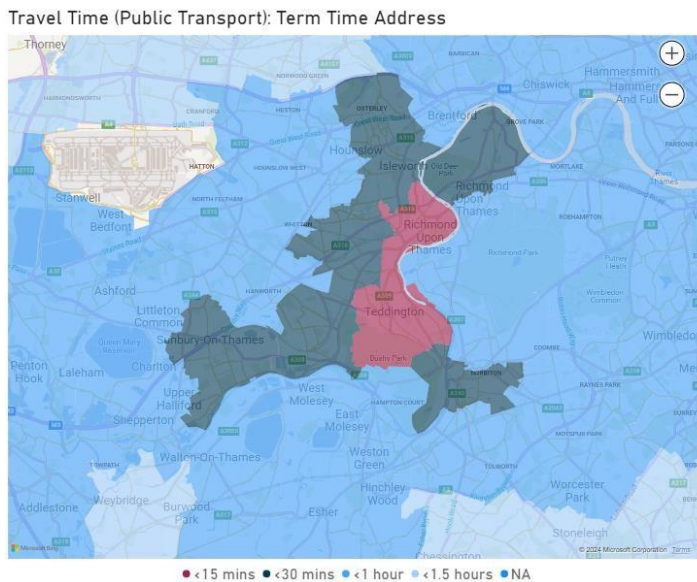
4.2.4 Chart 4 below shows that since 2020/21 the percentage of St Mary's UK domiciled full-time first degree commuter students (i.e. with a travel time to campus of 15 minutes or more) has been declining.

Chart 4: St Mary's UK domiciled full-time first degree entrants

% of Commuter Students (Entrants) by School
Travel Time (categories) ● <15 mins ● <30 mins ● > 30 mins

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
> 30 mins	61.6%	54.7%	57.5%	61.1%	58.1%	54.0%
<30 mins	8.9%	8.7%	5.0%	10.4%	5.5%	42.5%
<15 mins	29.5%	36.6%	37.4%	28.5%	36.4%	
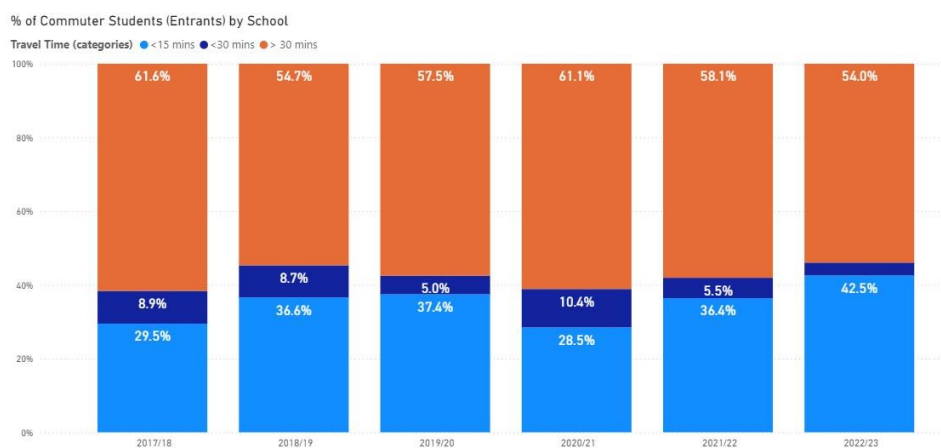
4.2.5 Applying the definition of commuter students as those with a travel time of 15 minutes or more, Chart 5 below, shows a 10.9 percentage point continuation gap between commuters and noncommuters in 2019/20, with commuter student continuation falling below the OfS threshold of 80%. However, the continuation gap closed to only 2.8 percentage points in 2020/21.

Chart 5: St Mary's UK domiciled full-time Year 1 first degree continuation by commuter group

St Mary's UK domiciled, full-time first degree continuation

■ Commuters Continuation   ■ Non-commuters Continuation
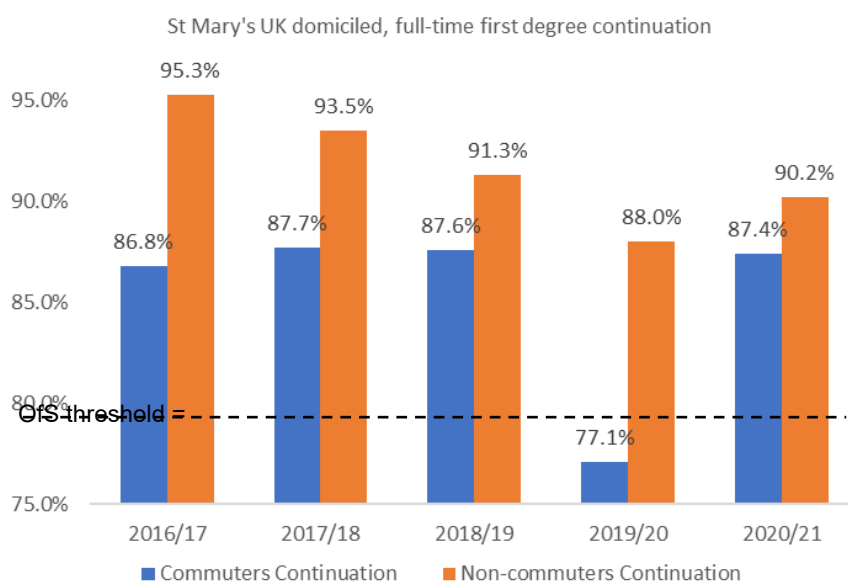
4.3 Continuation by Entry Qualifications

Table 22: St Mary's (including partners) UK domiciled full-time Year 1 first degree continuation by highest qualification on entry

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
A level	91.9%	94.9%	93.7%	93.9%	90.9%	87.9%	93.8%
BTEC	87.3%	83.0%	82.7%	82.5%	84.2%	75.2%	84.2%
Other	86.5%	86.6%	87.6%	85.9%	87.4%	80.1%	84.8%
BTEC gap (percentage point)	4.6	11.9	11.0	11.4	6.7	12.7	9.6
Other gap (percentage point)	5.4	8.3	6.1	8.0	3.5	7.8	9.0

Source: OfS individualised data

4.3.1 There are clear and persistent continuation gaps based on highest qualification on entry, although only the BTEC continuation rate for new entrants in 2019/20 dipped below the OfS minimum threshold of 80%.

Table 23: St Mary's (including partners) UK domiciled full-time Year 1 FDN degree continuation by highest qualification on entry

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
A level	81.8%	90.0%	81.8%	85.7%	76.9%	92.9%	95.0%
BTEC	75.7%	69.8%	63.6%	70.6%	68.9%	57.9%	86.5%
Other	69.6 %	65.2 %	82.8 %	78.0 %	90.4 %	89.4 %	91.7 %
BTEC gap (percentage point)	6.1	20.2	18.2	15.1	8.0	35.0	8.5
Other gap (percentage point)	12.3	24.8	-0.9	7.7	-13.5	3.5	3.3

Source: OfS individualised data

4.3.2 Although numbers are small a similar pattern is observable at FDN degree level where in *most* years entrants with A level qualifications are more likely to continue to a second year of study than students with BTEC or Other qualifications.   Although results for 2020/21 are encouraging, in most years the continuation rate for FDN entrants with only BTEC qualifications is below OfS minimum threshold of 75%.

5. Completion

5.1 St Mary's has consistently been above the OfS completion threshold in recent years. However, over the next few years we should expect completion data to reflect the gaps observed in retention and continuation data.

Table 24: St Mary's (including partners) UK domiciled full-time first degree completion gaps (percentage points)

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
BAME	**3.8**	**7.0**	**7.5**	**6.9**	**8.5**	**4.3**
Asian	-2.3	1.3	3.2	-0.9	7.3	3.1
Black	8.1	14.4	8.9	13.3	5.2	9.4
Gender Gap	-11.6	-14.5	-11.6	-9.8	-8.8	-10.1
IMD 1&2 vs 3,4,5	11.2	7.2	4.2	9.5	11.3	5.7

Source: OfS individualised data

Chart 4: St Mary's Home Full-time First Degree Completion by Ethnicity
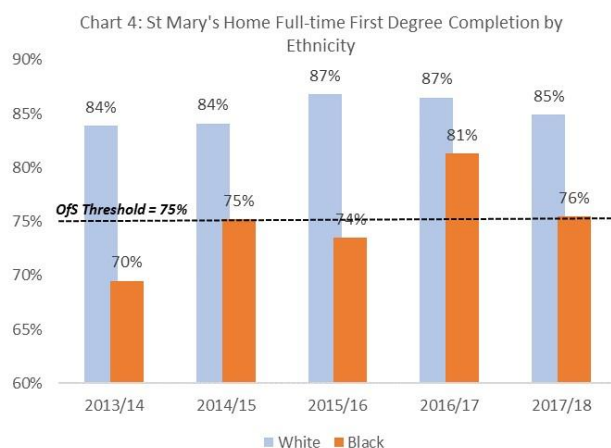
5.2 For UK domiciled, full-time, first degree completion, there is a consistent observable gap in completion rates for Black students compared to their white counterparts and a gender gap favouring female students (indicated by negative percentage points in Table 24) averaging around 10 percentage points.

5.3 Apart from a widening gap for 2017/18 entrants, completion rates for UK domiciled, full-time, first degree Black students is an issue, being below or at threshold in four of the last five reported years (see Chart 4).

5.4 Table 25 below uses the OfS headline figures of four-year aggregate completion rates for UK domiciled, full-time, first degree students (for entry cohorts 2014/15 to 2017/18). As can be seen the four-year aggregate for Black, UK domiciled, full-time, first degree student completion is 76.5%, only slightly above the OfS threshold of 75% and some 9.1 percentage points below the completion rate for similar white students.

Table 25: St Mary's (including partners) Home full-time first degree completion vs comparator groups

		St Mary's 4-year aggregate	Sector Average (102)	London Average (21)	UCAS Competitors (7)	Cathedrals Group (14)
Asian	Completion %	82.8%	88.7%	88.0%	85.8%	85.8%
	St Mary's Rank		82nd	17th	6th	9th
	Gap (p.p.)	2.8	0.8	0.5	0.8	1.4
	St Mary's Rank		79th	19th	7th	11th
Black	Completion %	76.5%	85.5%	83.0%	81.1%	80.6%
	St Mary's Rank		86th	16th	6th	10th
	Gap (p.p.)	9.1	4.0	5.5	5.5	6.6
	St Mary's Rank		90th	19th	7th	12th
BAME	Completion %	77.5%	86.5%	85.3%	83.1%	82.3%
	St Mary's Rank		86th	17th	6th	10th
	Gap (p.p.)	8.1	3.0	3.2	3.5	4.9
	St Mary's Rank		95th	20th	7th	12th
White	Completion %	85.6%	89.5%	88.5%	86.6%	87.2%
	St Mary's Rank		77th	14th	5th	11th
Overall	**Completion %**	**83.4%**	**88.8%**	**85.9%**	**84.8%**	**86.5%**
	St Mary's Rank		**87th**	**17th**	**5th**	**11th**

Source: OfS

5.5 With an overall UK domiciled, full-time, first degree completion rate of 88.8%, St Mary's ranks 87th of 102 English universities (excluding specialist providers) and ranks 85th for BAME completion. An 8.1 percentage point completion gap between BAME and white students places the University at 95th in the sector. Only seven English universities have a wider BAME completion gap than St Mary's.

Table 26: St Mary's (including partners) UK domiciled full-time FDN completion

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
BAME	61.5%	79.2%	52.6%	40.6%	55.2%	55.2%
White	65.8%	75.6%	56.5%	68.9%	64.4%	84.1%
Gap	**4.3**	**-3.6**	**3.9**	**28.3**	**9.2**	**28.9**

Source: OfS individualised data

5.6 At FDN degree level the lack of timeliness of published OfS data should be considered when drawing conclusions. Although very poor FDN degree completion rates are observable in the published data, these could easily refer to FDN degree programmes no longer being taught at St Mary's or partner institutions.

Table 27: St Mary's (including partners) UK domiciled full-time, first degree completion by highest qualification on entry

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
A level	90.8%	92.2%	91.5%	90.4%	92.2%	90.1%	90.6%
BTEC	69.4%	75.1%	67.2%	69.3%	74.0%	73.8%	74.1%
Other	77.0%	78.9%	76.8%	77.2%	80.1%	84.4%	80.6%
BTEC gap (percentage point)	21.4	17.1	24.3	21.1	18.3	16.3	16.4
Other gap (percentage point)	13.8	13.3	14.7	13.2	12.2	5.7	9.9

Source: OfS individualised data

5.7 Completion gaps by highest qualification on entry are amongst the largest and most consistent within the OfS data. The completion rate of first degree students with only BTEC qualifications tends to fall below the OfS minimum threshold of 75%.

6. Progression

6.1 Ethnicity.

Historically, progression to graduate level employment and/or further study has been an area of strong performance for St Mary's and the results of the latest Graduate Outcomes Survey, for 2020/21 UK domiciled full-time, first degree qualifiers, were the University's best to date. However, not all demographic groups shared equally in that success (see Chart 5).

6.1.1 Whilst the progression rate for white graduates increased by 12 percentage points compared to graduating year 2019/20, the progression rate for St Mary's Asian qualifiers dropped by 14 percentage points, to only just above the OfS progression threshold of 60%.

Chart 5: St Mary's Home Full-time First Degree Progression (to Positive Destinations) by Ethnicity

6.1.2 Progression rates for Black graduates have increased year-on-year since the Graduate Outcomes Survey began, including 6 percentage points for 2020/21 qualifiers on the previous year, and are now comfortably above threshold.
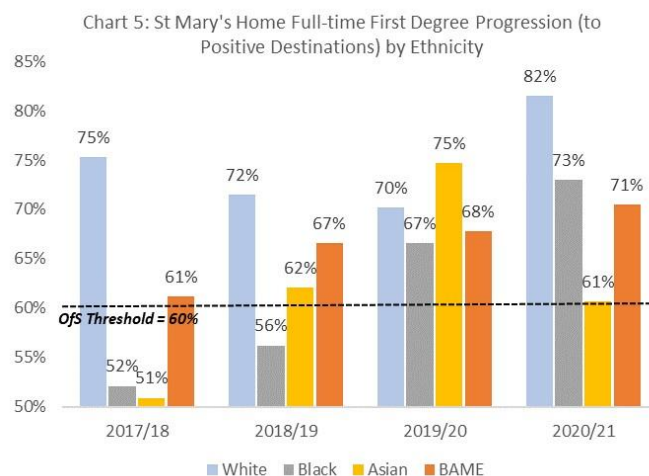
Table 28: St Mary's (including partners) UK-domiciled, full-time, first degree graduate progression against comparator groups

		St Mary's 4year aggregate	Sector Average (102)	London Average (21)	UCAS Competitors (7)	Cathedrals Group (14)
Asian	Progression %	60.4%	68.2%	68.1%	61.9%	61.7%
	St Mary's Rank		78th	15th	4th	7th
	Gap (p.p.)	13.9	4.5	6.1	10.5	6.8
	St Mary's Rank		90th	19th	5th	11th
Black	Progression %	60.5%	71.4%	71.5%	66.8%	64.9%
	St Mary's Rank		88th	18th	6th	9th
	Gap (p.p.)	13.8	1.2	2.7	5.6	3.6
	St Mary's Rank		93rd	20th	7th	10th
BAME	Progression %	67.2%	70.0%	70.2%	66.4%	64.9%
	St Mary's Rank		63rd	14th	4th	5th
	Gap (p.p.)	7.1	2.6	4.0	6.0	3.6
	St Mary's Rank		82nd	15th	4th	11th
White	Progression %	74.3%	72.6%	74.2%	72.4%	68.5%
	St Mary's Rank		36th	10th	3rd	1st
Overall	**Progression %**	**72.0%**	**71.4%**	**71.9%**	**68.6%**	**67.4%**
	St Mary's Rank		**43rd**	**8th**	**1st =**	**2nd**

Source: OfS

6.1.3 Table 28 above uses the OfS headline figures of four-year aggregate progression rates for UKdomiciled, full-time, first degree graduates and it's here that the biggest variation in outcomes for different ethnic groups can be seen.

6.1.4 Whilst the University overall places 43rd for progression to graduate level employment and/or further study amongst non-specialist English universities, the progression rates for St Mary's Asian and Black graduates rank 78th and 88th respectively. Consequently, the progression gaps for Asian and Black graduates (13.9 and 13.8 percentage points respectively) are amongst the widest in the sector.

6.1.5 St Mary's Black progression gap of 13.8 percentage points is effectively the largest amongst London universities (Imperial's progression figures for Black students are suppressed, presumably due to very small numbers), whilst the University ranks 10th in London for white graduates' progression.

6.2 **Other Groups**: There is a significant and consistent progression gap between graduates from IMD quintiles 1 & 2 and those from quintiles 3,4,5. St Mary's 4-year aggregate figure for this IMD gap is 11.5 percentage points, the largest amongst London universities by more than 4 percentage points and the only double-figure gap.

Table 29: St Mary's (including partners) UK domiciled full-time Year 1 first degree progression gaps

	2017/18	2018/19	2019/20	2020/21
Gender Gap	-8.0	-3.1	6.3	5.2
Disabled Gap	-4.4	3.5	10.2	4.1
IMD 1,2 vs 3,4,5	14.1	9.0	11.8	10.2

Source: OfS individualised data

Data Tables

UK domiciled full-time first degree

Characteristic	Characteristic	Characteristic	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Access (New Entrants)	White		67.7%	71.6%	66.8%	65.3%	67.3%	61.6%
	BAME		32.2%	28.3%	33.3%	34.8%	32.7%	38.5%
	Asian		*8.4%*	*7.4%*	*7.6%*	*8.5%*	*8.4%*	*10.1%*
	Black		13.4%	11.4%	13.5%	14.6%	11.7%	14.2%
	IMD 1&2		35.6%	33.1%	32.3%	34.8%	35.7%	36.2%
	IMD 3,4,5		64.4%	66.9%	67.7%	65.2%	64.3%	63.8%
	TUNDRA 1&2		18.7%	21.3%	20.2%	19.3%	21.2%	18.3%
	TUNDRA 3,4,5		81.3%	78.7%	79.8%	80.7%	78.8%	81.7%
	ABCS 1&2		20.4%	23.1%	20.0%	19.7%	20.0%	20.6%
	ABCS 3,4,5		79.6%	76.9%	80.0%	80.3%	80.0%	79.4%
	Young		80.0%	82.7%	79.7%	79.3%	76.6%	74.7%
	Mature		20.0%	17.3%	20.3%	20.7%	23.4%	25.3%
	Includes A-Levels		47.2%	49.0%	44.0%	36.4%	37.5%	35.6%
	BTEC Only		33.9%	31.4%	34.3%	32.8%	34.6%	34.0%
	Other		17.7%	17.6%	19.6%	26.5%	26.2%	28.6%
	None, Unknown, Other		1.2%	2.1%	2.1%	4.3%	1.7%	1.9%

Attainment									
	All Good Honou ·s Awards			72.5%	75.8%	74.3%	81.3%	80.6%	75.3%
	White			77.2%	78.8%	78.5%	84.0%	85.4%	81.1%
	BAME			59.9%	67.9%	63.9%	74.2%	71.0%	60.8%
	BAME Gap			*17.3*	*10.9*	*14.6*	*9.8*	*14.4*	*20.3*
		Female BAME Gap		21.2	9.7	14.8	5.0	8.5	15.5
		Male BAME Gap		*12.4*	*13.0*	*15.1*	*21.0*	*27.4*	*26.2*
		Asian		52.0%	68.7%	60.3%	80.9%	77.5%	70.0%
		Asian Gap		25.2	10.1	18.2	3.1	7.9	11.1
			Female Asian Gap	31.2	5.1	20.9	2.2	3.0	2.8
			Male Asian Gap	*14.8*	*24.4*	*15.0*	*6.8*	*26.0*	*22.6*
		Black		56.9%	61.5%	64.6%	69.6%	67.6%	53.7%
		Black Gap		*20.3*	*17.3*	*13.9*	*14.4*	*17.8*	*27.4*
			Female	23.8	20.5	10.3	7.3	13.0	24.9
			Male	*15.6*	*12.9*	*19.3*	*27.8*	*26.7*	*30.2*
	Female			75.7%	79.2%	77.2%	84.9%	85.5%	81.0%
	Male			67.7% -	70.8% -	70.4% -	76.1% -	73.6%	67.6%
	Gender Gap			*8.0*	*8.4*	*6.8*	*8.8*	*-11.9*	*-13.4*
		BAME Gender Gap		-2.9	-10.8	-7.7	-21.9	-27.6	-21.3
			Asian Gender Gap	4.7	-26.8	-1.5	-10.5	-31.7	-30.4
			Black Gender Gap	-3.5	0.1	-16.4	-26.4	-22.4	-15.7
		White		-11.7	-7.5	-7.4	-5.9	-8.7	-10.6
	IMD 1 & 2			63.9%	67.1%	68.1%	76.7%	72.9%	64.6%
	IMD 3,4,5			76.7%	79.3%	77.1%	83.9%	84.2%	79.9%
	IMD Gap			*12.8*	*12.2*	*9.1*	*7.2*	*11.3*	*15.3*
		BAME IMD Gap		3.1	14.1	13.4	-0.6	18.9	18.1
		Male IMD Gap		17.0	9.0	8.5	9.4	18.4	18.4
		Female IMD Gap		10.0	14.3	9.4	6.0	6.7	15.1
		IMD 1&2 Gender Gap		-12.4 -	-4.5	-5.7	-10.3 -	-20.0 -	-16.1
		IMD 3,4,5 Gender Gap		5.5	-9.9	-6.7	6.9	8.3	-12.8
	FSM Eligibility Gap			*12.6*	*5.7*	*23.6*	*3.9*	*9.7*	*16.3*
		FSM eligile		62.4%	69.7%	53.3%	78.4%	73.1%	59.8%
		Not FSM eligible		75.0%	75.4%	76.9%	82.3%	82.8%	76.1%
		IMD 1&2 FSM Eligibility Gap		1.3	11.4	16.9	2.7	15.6	23.2
		IMD 3,4,5 FSM Eligibility Gap		21.7	-8.6	27.2	3.1	0.1	3.8
	1st Generation HE Gap			0.6	4.0	-4.6	-0.3	5.5	-1.9
	A Level Qualifications			80.2%	83.7%	81.8%	89.2%	86.1%	85.7%
	BTEC			*56.3%*	*63.0%*	*58.0%*	*66.5%*	*75.0%*	*58.9%*
	BTEC Gap			*23.9*	*20.7*	*23.8*	*22.7*	*11.1*	*26.8*
	Other Entry Quals			66.9%	68.9%	75.7%	82.0%	72.5%	74.1%
	Other Entry Quals Gap			13.3	14.8	6.1	7.2	13.6	11.6

Source: OfS individualised data

			2018/19	2019/20	2020/21	2021/22
Retention	BAME Gap		3.6	6.8	8.7	7.3
		Asian	-0.9	1.1	1.1	0.3
		Black	7.6	8.1	7.9	13.6
	IMD Gap		0.1	2.1	4.0	11.7
	TUNDRA Gap		-0.6	0.8	-1.2	4.7
	Gender Gap		*-4.5*	*-8.3*	*-3.7*	*-5.9*

Source: SITS

		Year of Entry							4 Year agg	(2017-2020/21)	
BAME		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	St	Sector	London
White											

Continuation (OfS threshold = 80%)

Category										
BAME Gap	90.6%	86.1%	84.3%	86.6%	84.2%	75.2%	85.2%	82.9%	89.2%	89.0%
Asian	89.2% -	91.8%	91.4%	89.9%	89.7%	85.0%	89.0%	88.4%		
Asian Gap	1.4	5.7	7.1	3.3	5.5	9.8	3.8	5.5	2.0	1.5
Black	95.9% -	89.1%	84.0%	87.3%	87.7%	72.9%	81.8%	82.0%	90.4%	90.8% -
Black Gap	6.7	2.7	7.4	2.6	2.0	12.1	7.2	6.4	0.7	0.2
	90.6%	83.9%	85.8%	85.2%	81.5%	72.7%	84.9%	80.5%	88.4%	87.2%
	-1.5	7.9	5.6	4.7	8.2	12.3	4.1	7.9	2.7	3.4
Female	89.3%	92.4%	89.6%	91.0%	88.8%	85.5%	90.4%	88.9%	92.0%	91.2%
Male	89.9%	86.6%	87.8%	86.0%	86.8%	76.8%	85.4%	83.6%	88.2%	87.2%
Gender Gap	0.6	-5.8	-1.8	-5.0	-2.0	-8.7	-5.0	-5.3	-3.8	-4.1
IMD 1 & 2	89.7%	86.5%	82.6%	87.7%	83.6%	78.6%	85.7%	83.8%	89.0%	88.9%
IMD 3,4,5	89.6% -	91.7%	92.0%	89.4%	89.8%	83.2%	89.7%	88.0%		
IMD Gap	0.1	5.2	9.4	1.7	6.2	4.6	4.0	4.2	2.8	2.0
IMD Male Gap	-1.2	4.8	8.1	1.1	5.1	8.3	1.5			
Commuter Gap	4.0	6.3	6.4	4.8	4.8	6.4	10.1			
Disabled	83.5%	90.9%	85.2%	86.3%	87.3%	81.4%	90.1%	86.2%	89.9%	88.7%
Disability Gap	6.6	-1.2	4.3	3	0.7	0	-2.8	-4.4	0.7	0.8
A Level	91.9%	94.9%	93.7%	93.9%	90.9%	87.9%	93.8%	91.8%		
BTEC	87.3%	83.0%	82.7%	82.5%	84.2%	75.2%	84.2%	81.5%		
Other	86.5%	86.6%	87.6%	85.9%	87.4%	80.1%	84.8%	84.0%		
BTEC Gap	4.6	11.9	11.0	11.4	6.7	12.7	9.6	10.3		
Other Entry Quals Gap	5.4	8.3	6.1	8.0	3.5	7.8	9.0	7.8		

Source: OfS individualised data

Completion (OfS threshold = 75%)

				Year of Entry				4 Year aggregate (2014-2017/18)		
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	St Mary's	Sector	London
BAME	72.4%	82.9%	76.9%	76.6%	79.9%	78.0%	80.6%	77.5%	86.5%	85.3%
White	85.6%	86.7%	83.9%	84.1%	86.8%	86.5%	84.9%	85.6%		
BAME Gap	13.2	3.8	7	7.5	6.9	8.5	4.3	8.1	3.0	3.2
Asian	78.7%	89.0%	82.6%	80.9%	87.7%	79.2%	81.8%	82.8%	88.7%	88.0%
Asian Gap	6.9	-2.3	1.3	3.2	-0.9	7.3	3.1	2.8	0.8	0.6
Black	73.0%	78.6%	69.5%	75.2%	73.5%	81.3%	75.5%	76.5%	85.5%	83.0%
Black Gap	12.6	8.1	14.4	8.9	13.3	5.2	9.4	9.1	4.0	5.5
Female	86.7%	90.1%	88.4%	86.9%	88.9%	87.6%	88.1%	87.9%	91.3%	90.1%
Male	77.4%	78.7%	73.9%	75.3%	79.1%	78.8%	78.0%	77.8%	85.8%	83.9%
Gender Gap	-9.3	-11.6	-14.5	-11.6	-9.8	-8.8	-10.1	-10.1	-5.6	-6.2
IMD 1 & 2	75.4%	77.7%	77.1%	79.2%	78.3%	76.2%	79.8%	78.3%	86.3%	85.4%
IMD 3,4,5	85.5%	88.9%	84.3%	83.4%	87.8%	87.5%	85.5%	86.1%		
IMD Gap	10.1	11.2	7.2	4.2	9.5	11.3	5.7	7.8	4.0	3.4
Disabled	81.6%	85.2%	83.8%	76.5%	84.2%	82.8%	79.7%	81.3%	86.9%	84.8%
Non-disabled	83.2%	85.4%	81.7%	82.4%	84.7%	83.8%	84.4%	83.8%		
Disability Gap	1.6	0.2	-2.1	5.9	0.5	1	4.7	2.5	2.4	3.1
A Level	90.8	92.2	91.5	90.4	92.2	90.1	90.6	90.9		
BTEC	69.4	75.1	67.2	69.3	74	73.8	74.1	72.8		
BTEC Gap	21.4	17.1	24.3	21.1	18.2	16.3	16.5	18.1		
Other Entry Quals Gap	13.6	13.3	13.7	12.7	11.8	5.8	9.1			

Completion (OfS threshold = 75%)

Source: OfS individualised data

Progression (OfS threshold = 60%)

		Year of Graduation			4 Year aggregate (2017-2020/21)		
	2017/18	2018/19	2019/20	2020/21	St Mary's	Sector	London
BAME	61.2%	66.6%	67.8%	70.5%	65.9%	70.0%	70.2%
BAME Gap	14.1	4.9	2.4	11.0	8.4	2.6	4.0
Asian	50.9%	62.1%	74.7%	60.7%	60.4%	68.2%	68.1%
Asian Gap	24.4	9.4	-4.5	20.8	13.9	4.5	6.1
Black	52.1%	56.2%	66.6%	73.0%	60.5%	71.4%	71.5%
Black Gap	23.2	15.3	3.6	8.5	13.8	1.2	2.7
Female	74.4%	71.5%	67.1%	76.5%	72.4%	71.2%	70.9%
Male	66.4%	68.4%	73.4%	81.7%	71.4%	71.7	73.3
Gender Gap	-8.0	-3.1	6.3	5.2	-1.0	0.5	2.4
IMD 1 & 2	61.4%	63.8%	61.7%	70.9%	63.9%	69.0%	69.4%
IMD 3,4,5	75.5%	72.8%	73.5%	81.1%	75.4%		
IMD Gap	14.1	9.0	11.8	10.2	11.5	4.1	4.3
Commuter Gap	3.1	4.3	-1.6	1.2			
Disabled	74.9%	67.6%	61.5%	75.3%	70.0%	70.3%	71.7%
Not disabled	70.5%	71.1%	71.3%	79.4%	72.5%		
Disability Gap	-4.4	3.5	10.2	4.1	2.5	1.4	0.3
A Level	69.0	69.5	68.8	80.1	70.9		
BTEC	71.7	64.1	67.2	78.2	69.9		
BTEC Gap	-2.7	5.4	1.6	1.9	1.0		
Other Entry Quals Gap	-7.2	-9.1	-2.2	4.2			

Source: OfS individualised data

UK domiciled full-time Other Undergraduate degree

Characteristic	Characteristic	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
	BAME	**33.3%**	**26.0%**	**36.9%**	**29.3%**	**26.4%**	**30.0%**
	Asian	9.4%	8.1%	5.4%	6.5%	4.7%	7.3%
	Black	10.4%	13.0%	18.9%	14.1%	8.5%	10.0%
	White	66.7%	74.0%	63.1%	70.7%	73.6%	70.0%
	IMD 1&2	41.2%	32.2%	39.1%	34.3%	26.4%	26.6%
Access (New Entrants)	IMD 3,4,5	58.8%	67.8%	60.9%	65.7%	73.6%	73.4%
	TUNDRA 1&2	19.4%	17.0%	8.7%	2.6%	12.0%	19.4%
	TUNDRA 3,4,5	80.6%	83.0%	91.3%	97.4%	88.0%	80.6%
	Includes A-Levels	11.1%	23.6%	11.7%	14.1%	18.9%	14.5%
	BTEC Only	58.6%	28.5%	41.4%	38.4%	35.8%	32.7%
	Other	26.3%	44.7%	44.1%	42.4%	43.4%	51.8%
	None, Unknown, Other	4.0%	3.3%	2.7%	5.1%	1.9%	0.9%

Source: OfS individualised data

		2018/19	2019/20	2020/21	2021/22	2022/23
	BAME Gap	**14.8**	**1.1**	**13.2**	**13.9**	**13.3**
	Asian	-16.2	3.9	7.5	26.2	-9.5
Retention	Black	25.5	12.4	31.7	4.8	0.5
	IMD Gap	-2.0	-0.2	17.3	2.6	1.5
	TUNDRA Gap	-1.4	-5.7	3.7	25.0	10.0
	Gender Gap	**-23.1**	**-23.1**	**-4.6**	**-7.8**	**-19.8**

Source: St Mary's Student Record System (SITS)

				Year of Entry				4 Year aggregate (2017-2020/21)		
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	St Mary's	Sector*	London*
	BAME	**69.6%**	**66.7%**	**80.0%**	**67.7%**	**72.5%**	**63.0%**	**88.9%**	**72.8%**	**80.3%**	**83.1%**
	count	*23*	*36*	*30*	*31*	*40*	*27*	*27*			
	White	**78.7%**	**74.5%**	**68.3%**	**81.1%**	**84.3%**	**84.6%**	**91.0%**	**85.1%**		
	count	*47*	*47*	*63*	*90*	*70*	*65*	*78*			
	BAME Gap	**9.1**	**7.8**	**-11.7**	**13.4**	**11.8**	**21.6**	**2.1**	**12.3**	**5.5**	**1.5**
Continuation (OfS threshold = 75%)	Female	80.8%	76.7%	88.0%	80.9%	89.1%	89.8%	90.2%	87.0%	86.9%	86.7%
	Male	71.1%	67.9%	65.7%	73.6%	70.9%	66.0%	90.7%	75.5%	83.6%	82.5%
	Gender Gap	*-9.7*	*-8.7*	*-22.3*	*-7.3*	*-18.2*	*-23.8*	*0.5*	*-11.5*	*-3.3*	*-4.1*
	IMD 1 & 2	73.1%	70.3%	71.1%	73.0%	73.8%	67.6%	88.9%	75.0%	82.8%	83.5%
	IMD 3,4,5	75.0%	72.9%	70.9%	79.3%	83.6%	83.1%	91.0%	84.2%		
	IMD Gap	*1.9*	*2.6*	*-0.2*	*6.3*	*9.8*	*15.5*	*2.1*	*9.2*	*3.3*	*1.5*
	Disabled	78.6%	60.0%	70.6%	85.0%	91.3%	84.6%	94.4%	89.6%	84.3%	83.9%
	Non-disabled	73.7%	74.2%	71.8%	76.2%	77.0%	76.7%	89.7%	79.8%		
	Disability Gap	-4.9	14.2	1.2	-8.8	-14.3	-7.9	-4.7	-9.8	1.8	1.4

Source: OfS individualised data

				Year of Entry				4 Year aggregate (2014-2017/18)		
		2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	St Mary's	Sector*	London*
	BAME	85.7%	61.5%	79.2%	52.6%	40.6%	55.2%	55.2%	50.5%	76.7%	76.4%
	Count	7	13	24	19	32	29	29			
	White	60.0%	65.8%	75.6%	56.5%	68.9%	64.4%	84.1%	71.0%		
	Count	10	38	41	46	45	59	88			
	BAME Gap	**-25.7**	**4.3**	**-3.6**	**3.9**	**28.3**	**9.2**	**28.9**	**20.5**	**11.1**	**6.4**
Completion (OfS threshold = 65%)	Female	72.7%	66.7%	87.0%	60.0%	73.1%	82.6%	88.1%	79.4%	86.2%	84.5%
	Male	66.7%	63.3%	71.4%	51.2%	50.0%	53.7%	62.0%	54.2%	80.5%	76.1%
	Gender Gap	-6.1	-3.3	-15.5	-8.8	-23.1	-28.9	-26.1	-25.2	-5.7	-8.4
	IMD 1 & 2	66.7%	71.4%	83.3%	39.1%	48.5%	59.5%	69.4%	55.8%	80.5%	77.1%
	IMD 3,4,5	72.7%	60.0%	73.2%	64.3%	65.2%	60.8%	79.7%	69.3%	85.0%	81.5%
	IMD Gap	6.0	-11.4	-10.1	25.2	16.7	1.3	10.3	13.5	4.5	4.4
	Disabled	50.0%	66.7%	66.7%	50.0%	52.9%	58.8%	90.0%	63.8%	81.3%	80.4%
	Non-disabled	73.3%	64.4%	78.6%	55.8%	58.7%	61.6%	74.2%	64.0%	83.7%	78.5%
	Disability Gap	23.3	-2.3	11.9	5.8	5.8	2.8	-15.8	0.2	2.4	-1.9

Source: OfS individualised data

Consultation Questionnaire

Equality of Opportunity – student survey core questions

About You

Are you a current student at St Mary's University? *

◯ Yes
◯ No

This survey is for St Mary's students only

Which year of study are you currently in? *

◯ Foundation Year
◯ undergraduate (1st year)
◯ undergraduate (2nd year)
◯ undergraduate (3rd year)
◯ Year 4
◯ PGCE
◯ postgraduate (apart from PGCE)
◯ Other

If you selected 'other' please specify below: *

[   ]

Are you a UK or international student? *

International students: Students from outside the UK and Ireland who come to study at institutions in England, or who study with English institutions at local campuses, or via distance learning while resident abroad.

◯ UK and Ireland
◯ International student (EU)
◯ International student (outside of EU)

Do you identify as any of the following? (please select all that apply) *

☐ Mature Student (aged 21 or over when you started university)

☐ Parent/Carer

☐ Specific Learning Difference

☐ Disabled

☐ Care Experienced/Estranged

☐ Student from a Lower Income Household (£25,000 per year or below)

☐ Experienced mental ill-health

☐ Minority Ethnicity

☐ Gypsy/Roma/Traveller/Showmen and Boater communities

☐ Commuter student (you live off campus in non university accommodation, or in your family home)

☐ LGBTQ+

☐ Part-time student

☐ Other (Any other characteristics you identify with)

☐ None of these

If you selected 'other' please specify below: *

[   ]

University students can experience barriers to their ability to successfully study for and complete their courses. Some of these issues will be related to personal circumstances (for example, financial pressures, caring commitments) and others to the university experience itself.

Thinking about personal circumstances – what are the biggest risks to successful study and outcomes that you experience, or have seen others experience? *

Thinking about your university experiences – what are the biggest risks to successful study and outcomes that you experience, or have seen others experience? *

What do you think St Mary's could do to address the risks you have identified? *

Please rate how well you think the university currently supports you overall (from 1-5) *

◯ 1 - Not at all well
◯ 2 - Not very well
◯ 3 - Somewhat well
◯ 4 - Very well
◯ 5 - Extremely well
◯ I don't need any support

Please tell us more about the things you feel St Mary's could do to help you succeed in your studies? *

Annex B: Research Literature Evidence Base

Evidence base	Intervention strategy(ies)
Austen, L., Hodgson, R., Heaton, C., Pickering, N. and Dickinson, J. (2021a). *Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes*. Project Report. Advance HE. Available from: https://www.advance-he.ac.uk/knowledge-hub/accessretention-attainment-and-progression-review-literature-2016-2021	1-4
Austen, L., Hodgson, R., Heaton, C., Pickering, N. and Dickinson, J. (2021b). *Student Success: Access, retention, attainment and progression* [Webinar]. Advance HE. Available from: https://www.advance-he.ac.uk/knowledge-hub/student-success-access-retention-attainment-andprogression-november-2021	1-4
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Transforming Access and Student Outcomes in Education (2022b). *Rapid Review: Intermediate outcomes for higher education access and success*. London: TASO. Available from: https://s33320.pcdn.co/wp-content/uploads/TASO-Report-%E2%80%93-Intermediate-outcomes-forhigher-education-access-and-success_stg4.pdf	1-4
Webb, O., Wyness, L. and Cotton, D (2017). *Enhancing access, retention, attainment and progression in higher education: A review of the literature showing demonstrable impact.* York: Higher Education Academy. Available from: https://www.advance-he.ac.uk/knowledge-hub/enhancingaccess-retention-attainment-and-progression-higher-education	1-4
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Transforming Access and Student Outcomes in Higher Education (2023). *Evaluating multiintervention outreach and mentoring programmes.* London, TASO. Available from: https://cdn.taso.org.uk/wp-content/uploads/TASO-Summary-Report-%E2%80%93-Multi-interventionoutreach-and-mentoring.pdf	1
UCAS HE Provider *Good Practice Briefing for students who participated in WP and Outreach activities.* Available from: https://www.ucas.com/providers/good-practice/emerging-cohorts/studentswho-participated-wp-and-outreach-activities (accessed 03.06.2024)	1
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Sutton Trust (2023). *Cost of Living – University students.* Available from: https://www.suttontrust.com/wp-content/uploads/2023/01/Cost-of-Living-University-Students.pdf	2, 3, 4
St Mary's Students' Union *Cost of living survey report* (2023). Internal report.	2, 3, 4
St Mary's Students' Union *Access and Participation Plan Focus Groups report* (2024). Internal report.	2, 3, 4
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Office for Students

Fees, investments and targets
2025-26 to 2028-29

Provider name: St Mary's University, Twickenham

Provider UKPRN: 10007843

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	6900
Foundation degree	Early Years Education	N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	Sports, Humanities & Creative-related programmes	N/A	11100
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Elizabeth School of London Limited	10047572	9250
First degree	Glyndwr University	10007833	9250
First degree	RTC Education Ltd	10008455	9250
Foundation degree	*	*	*
Foundation year/Year 0	Elizabeth School of London Limited	10047572	9250
Foundation year/Year 0	RTC Education Ltd	10008455	9250
HNC/HND	*	*	*
CertHE/DipHE	ACCENT LANGUAGE LIMITED	10091823	9250
Postgraduate ITT	Glyndwr University	10007833	9250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	6935
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

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

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

Fees, investments and targets
2025-26 to 2028-29

Provider name: St Mary's University, Twickenham

Provider UKPRN: 10007843

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£632,000	£670,000	£700,000	£733,000
Financial support (£)	NA	£562,000	£595,000	£623,000	£652,000
Research and evaluation (£)	NA	£211,000	£223,000	£234,000	£244,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£281,000	£298,000	£311,000	£326,000
Access activity investment	Post-16 access activities (£)	£281,000	£298,000	£311,000	£326,000
Access activity investment	Other access activities (£)	£70,000	£74,000	£78,000	£81,000
Access activity investment	**Total access investment (£)**	**£632,000**	**£670,000**	**£700,000**	**£733,000**
Access activity investment	*Total access investment (as % of HFI)*	4.5%	4.5%	4.5%	4.5%
Access activity investment	*Total access investment funded from HFI (£)*	£632,000	£670,000	£700,000	£733,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£211,000	£223,000	£234,000	£244,000
Financial support investment	Fee waivers (£)	£28,000	£30,000	£31,000	£33,000
Financial support investment	Hardship funds (£)	£323,000	£342,000	£358,000	£375,000
Financial support investment	**Total financial support investment (£)**	**£562,000**	**£595,000**	**£623,000**	**£652,000**
Financial support investment	*Total financial support investment (as % of HFI)*	4.0%	4.0%	4.0%	4.0%
Research and evaluation investment	Research and evaluation investment (£)	£211,000	£223,000	£234,000	£244,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.5%	1.5%	1.5%	1.5%

Fees, investments and targets

2025-26 to 2028-29

Provider name: St Mary's University, Twickenham

Provider UKPRN: 10007843

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the proportion of Asian stu	PTA_1	Access	Ethnicity	Asian		Target will measure % of Asian entrants. Calculations were made using UCAS and OfS Data dashboard figures. Targets were set using London, sector and local competitor comparisons. Partners include AimHigher & Linking London plus local school and college partnerships	Yes	The access and participation dashboard	2021-22	Percentage	10.1%	12%	14%	16%	17%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce continuation gaps between students entering with A levels and BTEC qualifications from 9.6pp for 2020/21 entry to 5pp in 28/29	PTS_1	Continuation	Other	Other (please specify in description)	Other (please specify in description)	Target will measure pp difference i	No	Other data source (please include details in commentary)	2020-21	Percentage points	9.6	8.4	7.2	6	5
Reduce continuation gaps between white and Asian students from 7.2pp in 2020/21 to 3pp in 28/29	PTS_2	Continuation	Ethnicity	Asian	White	Target will measure pp difference in continuation rates between white and Asian students. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data.	No	The access and participation dashboard	2020-21	Percentage points	7.2	6.1	5	4	3
Reduce the completion gaps between students entering with A levels and BTEC qualifications from 16.4pp for 2017/18 entrants to 10pp for 24/25 entrants	PTS_3	Completion	Other	Other (please specify in description)	Other (please specify in description)	Target will measure pp difference in completion rates between students entering with A levels and those entering with BTEC or other similar qualifications. Calculations were made using internal data sources. Targets were set using sector research and internal trend data	No	Other data source (please include details in commentary)	2017-18	Percentage points	16.4	15.2	13	11	10
Reduce the completion gap between white and Black students from 9.4pp 2017/18 entrants to 5pp for 24/25 entrants	PTS_4	Completion	Ethnicity	Black	White	Target will measure pp difference in completion rates between white and Black students. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data.	No	The access and participation dashboard	2017-18	Percentage points	9.4	8	7	6	5

Aim	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary	Is this target collaborative?	Data source	Baseline year	Units	Baseline data				
Reduce the completion gap between male and female students from 10.1pp for entrants in 17/18 to 6pp for 24/25 entrants	PTS_5	Completion	Sex	Male	Female	Target will measure pp difference in completion rates between male and female students. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data.	No	The access and participation dashboard	2017-18	Percentage points	10.1	9.1	8	7	6
Reduce the awarding gap between students entering with A levels and BTEC qualifications from 26.8pp for 21/22 graduates to 15pp for those graduating in 28/29	PTS_6	Attainment	Other	Other (please specify in description)	Other (please specify in description)	Target will measure pp difference in 2:1 and 1st awarding rates between students entering with A levels and those entering with BTEC or other similar qualifications. Calculations were made using internal data sources. Targets were set using sector research and internal trend data	No	Other data source (please include details in commentary)	2021-22	Percentage points	26.8	23.6	20.4	17.2	15
Reduce the awarding gap between white and BAME students from 20.3pp for 21/22 graduates to 9pp for those graduating in 28/29	PTS_7	Attainment	Ethnicity	Not specified (please give detail in description)	White	Target will measure pp difference in 2:1 and 1st awarding rates between white and all BAME students. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data.	No	The access and participation dashboard	2021-22	Percentage points	20.3	17.2	14.1	11	9
Reduce the awarding gap between female and male students from 13.4pp for 21/22 graduates to 8pp for those graduating in 28/29	PTS_8	Attainment	Sex	Male	Female	Target will measure pp difference in 2:1 and 1st awarding rates between male and female students. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data.	No	The access and participation dashboard	2021-22	Percentage points	13.4	11.3	10.1	9	8
Reduce the awarding gap between students eligible for FSM and those not, from 16.8pp for those graduating in 21/22p to 10pp for those graduating in 28/29	PTS_9	Attainment	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Target will measure pp difference in 2:1 and 1st awarding rates between students previously eligible for FSM amd those not. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data.	No	The access and participation dashboard	2021-22	Percentage points	16.8	14.6	12.2	11.1	10
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the progression gap between white and Black students from 8.5pp for students graduating in 20/21 to 4pp for students graduating in 27/28	PTP_1	Progression	Ethnicity	Black	White	Target will measure pp difference between white and Black students in graduate level employment or PG study. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data. Data sources to include OfS Data dashboard and Graduate Outcomes Survey	No	Other data source (please include details in commentary)	2020-21	Percentage points	8.5	7.3	6.1	5	4

Reduce the progression gap between white and Asian students from 20.8pp for students graduating in 20/21 to 9pp for students graduating in 27/28	PTP_2	Progression	Ethnicity	Asian	White	Target will measure pp difference between white and Asian students in graduate level employment or PG study. Calculations were made using OfS APP dashboard and internal data sources. Targets were set using sector research and sector, London and cometitor comparisons, with internal trend data. Data sources to include OfS Data dashboard and Graduate Outcomes Survey	No	Other data source (please include details in commentary)	2020-21	Percentage points	20.8	17.6	14.4	11.2	9
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														