

London South Bank University

Access and Participation Plan

2024-25 to 2027-28

Section 1: Introduction and strategic aims

The Access and Participation Plan outlines London South Bank University's (LSBU) commitment to supporting students from underrepresented groups in their journey into, through and beyond higher education. The plan also addresses any disparities in access to higher education and degree outcomes for these students; it outlines strategies to bridge these gaps and interventions to mitigate risks to equality of opportunity.

Overarching aim: As a university with a long, proud history of supporting fair access to, and participation in, higher education, we recognise that risks to equality of opportunity for individual students may differ. As such, we are committed to actively listening to our students, understanding their challenges, and implementing strategies to minimise risks and enhance their academic experience and outcomes. Our unwavering commitment to this cause extends beyond our institution, as we aim to share our insights with the sector and collaborate with others to develop the evidence base for effective strategies and interventions to improve access and participation for all.

The LSBU Group

In 2019, the LSBU Group was established. Comprised of South Bank Academies, South Bank Colleges, South Bank Enterprises, and London South Bank University, the Group brings together a range of educational institutions under one shared vision. At the heart of the Group is the belief that education should be a cohesive, interconnected experience spanning from secondary to further and higher education.

By uniting these different organisations, the Group aims to deliver a holistic solution to the educational needs of communities and businesses – locally and globally. Whether students are just starting their educational journey or looking to further their careers through continuing education, the LSBU Group offers a seamless transition from one stage of learning to the next. Our unique group structure gives us a deep organisational insight into the challenges and opportunities for students at the different stages and transitions throughout their educational journey.

The LSBU Group offers learners an exceptional range of educational opportunities, creating an enriching experience across our diverse educational centres. We provide a comprehensive selection of pathways, including distance learning, evening, part-time, and full-time options. Our offerings encompass a wide array of qualifications, such as GCSEs, A-levels, NCFE, BTEC, HNC, higher education, HTQs, and degree apprenticeships. This breadth ensures that students have access to a diverse set of educational options that align with their individual needs and aspirations.

As a demonstration of our unwavering commitment to widening opportunities for diverse groups to access higher education, we have firmly established ourselves as a national frontrunner in degree apprenticeships. We are the country's second-largest provider of degree apprenticeships. This remarkable achievement speaks volumes about our dedication to bridging the gap between academia and professional development, affording our students the exceptional advantage of simultaneously acquiring practical experience alongside their academic pursuits. Despite national challenges regarding the diversity of degree apprentices, with the overwhelming majority of apprentices being older white students from higher socioeconomic backgrounds, LSBU is proud that our apprenticeship population is far more diverse, with around half of our apprentices being from black, asian and minority ethnic backgrounds. We also recruit far more younger apprentices: nationally, 28% of apprentices are under 21, while at LSBU this figure is 45%.

In February 2023, LSBU Group opened London South Bank Technical College, situated in the vibrant district of Nine Elms. This cutting-edge institution offers an impressive repertoire of newly developed technical courses, spanning disciplines from construction to robotics. The college boasts state-of-the-art, purpose-built facilities that embody the latest advancements in science, technology, and engineering. Here we provide an immersive work-based education that seamlessly integrates learning with real-world application. Our curriculum is specifically designed to cater to the key areas of STEAM (Science, Technology, Engineering, Arts, and Mathematics), ensuring that our students receive a well-rounded and dynamic educational experience.

In this way, the LSBU Group is breaking down the silos that often separate different types of educational institutions. By working together towards a common goal, the Group can provide a more cohesive, integrated approach to education that better serves the needs of learners at every stage of their journey.

About LSBU and its Mission

London South Bank University was established 1892 as the Borough Polytechnic Institute. Throughout its history, London South Bank University has always had the purpose of creating meaningful, lasting impact for its students and wider community. This mission remains as relevant today as it did over a century ago, and the university continues to uphold its commitment to providing students, regardless of their background, with the tools and knowledge they need to thrive in their personal and professional lives.

With a focus on professional and technical education, London South Bank University empowers its students to make a difference in the world. By imparting real-world skills and knowledge, the institution equips graduates to succeed in their chosen fields while driving positive change in their communities and beyond. Furthermore, we aim to pave the way for a more inclusive and equitable educational landscape through our Decolonising Vision. At its essence, this vision centres on recognising the historical repercussions of race, racism, and racialisation within the realm of Higher Education.

Our University Structure

LSBU is organised into eight distinct academic schools, each catering to a particular group of subject areas while delivering comprehensive teaching, research, and enterprise activity.

- School of Allied and Community Health
- School of Applied Sciences
- School of Arts and Creative Industries
- School of the Built Environment and Architecture
- LSBU Business School
- School of Nursing and Midwifery
- School of Engineering
- School of Law and Social Sciences

This approach of dividing the university into academic schools provides clarity and focus, allowing for specialised attention to be given to each subject area and ensuring that the academic excellence of each area is maintained and enhanced. The academic schools at LSBU are led by experienced academic professionals who are well-versed in their respective fields and work tirelessly to foster a collaborative and innovative learning environment for students and faculty members alike.

About our student community

We are proud of our diverse and dynamic student body of over 20,000 individuals. Our students are empowered to get the most out of our comprehensive range of courses. Our students come from various geographical locations and cultural backgrounds, bringing unique perspectives and experiences that enrich our community. We are committed to providing a welcoming and inclusive environment where students from all backgrounds can thrive and achieve their academic and personal goals.

To contextualise our strategies and interventions relating to mitigating risks to equality of opportunity, it is important to understand the diversity that constitutes our student body compared to the sector.

Table 1 shows a comparison of the LSBU student demographic with that of the sector¹ over a 4-year period. Data was extracted from the Office for Students (OfS) Size and Shape dashboard².

Category %	Sector	Russell Group	Post-92	London Moderns	LSBU
IMD 1-2	31.3	37.6	32.6	43	52.9
SEC: Higher man/Prof	30.8	27.3	37.4	36.9	17.1
Eligible FSM	18	21	17.2	35.1	38.2
BAME %	25.5	28.1	28.6	45	57.1
Students living locally	22.7	26.7	19.9	45.5	63.9
Under 21	78.1	72.5	86.7	65.2	56.7
21-30	14.7	18.4	10	24	26.2
31 years +	7.1	9.1	3.2	10.9	17.1

Table 1: An overview of the student profile at LSBU compared to the broader sector and London Moderns.

The data highlights the demographic diversity of our student body, with a higher representation of historically underrepresented groups compared to the sector. Importantly, students from these underrepresented backgrounds are not merely diverse; they inevitably face a wider range of barriers which contribute towards inequalities of experience and outcome. Recognising this, we are acutely aware of our responsibility to consistently deliver excellent provision that addresses the diverse challenges our students encounter throughout their academic journeys.

Having a higher proportion of students from underrepresented backgrounds compared to the sector requires a proactive approach to identifying and addressing potential barriers to equality of opportunity. While the OfS Size and Shape dashboard provides a numerical overview of student characteristics, it provides a limited understanding of the experiences and journeys of our students and the specific practical barriers they face. In a later section of this plan, we explain how we have moved away from making inferences about individual students based on demographic data, towards an approach which allows us to understand the individual development needs of our students, and the practical barriers they face to accessing education through the Personal Development Plan.

Section 2: Risks to Equality of Opportunity at LSBU

Our performance assessment is based on a comprehensive analysis of the 2023 OfS Size and Shape Dashboard and OfS Access and Participation Data Dashboard (AP Dashboard)³. This data was used to identify statistically significant gaps present at different stages of the student life cycle at LSBU including Access, Continuation, Completion, Attainment, and Progression, with a confidence level of 99.7%. For details on our assessment of performance, please refer to [Annex A](#). The data only offer a partial picture of the challenges and opportunities that students encounter and do not fully capture the complexities of their individual

¹ London Modern Universities include the University of Greenwich, the University of East London, London Metropolitan University, Middlesex University, the University of West London, and the University of Westminster.

² <https://www.officeforstudents.org.uk/data-and-analysis/size-and-shape-of-provision-data-dashboard/data-dashboard/> - Data includes only 2021-22 qualifying, known, full-time undergraduate cohorts.

³ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>

experiences. To understand anecdotal experiences, we have developed the Personal Development Plan (PDP) survey, which we discuss in detail in Annex B and represents one of our key strategic interventions. These gaps served as crucial indicators, prompting us to conduct further data analysis using internal and external sources (NSS, TEF, UCAS and Graduate Outcomes data). The additional analysis aimed to contextualise and gain a comprehensive understanding of the underlying factors contributing to these gaps.

To ensure a robust assessment, we consulted the Equality of Opportunity Risk Register (EORR). We mapped the identified gaps with potential risks associated with each stage of the student life cycle. This mapping process allowed us to identify and evaluate the risks that students may encounter throughout their educational journey.

Building upon the insights gained from our analysis and consultation with the EORR, we developed intervention strategies to mitigate these identified risks effectively. The strategies address the underlying factors contributing to the gaps and promote equitable opportunities for all students.

In addition to the recognised risks within the EORR, we are introducing a risk category termed **barriers to engagement**. Through feedback from our students, we have discerned that despite our provision of appropriate personal and academic support, external factors beyond our direct influence often impede students from fully accessing and engaging with the resources and opportunities we offer.

In this plan we aim to tackle the inherent risks to equality of opportunity in each intervention strategy which are summarised below:

Intervention Strategy #	Target reference #	EORRs addressed
IS1 - Access	N/A	Risk 1: Knowledge and skills Risk 2: Information and guidance Risk 3: Perceptions of higher education
IS2 – Continuation	PTS_1	Risk 10: Cost pressures Risk 11: Capacity issues LSBU risk: Barriers to engagement
IS3– Continuation	PTS_2	Risk 6: Insufficient academic support Risk 11: Capacity issues LSBU risk: Barriers to engagement
IS4 – Continuation	PTS_3	Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 8: Mental Health
IS5 – Attainment	PTS_4	Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 8: Mental Health LSBU risk: Barriers to engagement
IS6 – Attainment	PTS_5	Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 8: Mental Health LSBU risk: Barriers to engagement
IS7 – Progression	PTP_1	Risk 12: Progression from higher education

Risks to Fair Access

The analysis of OfS Access and Participation Data Dashboard and individualised dataset indicated no statistically significant gaps with a confidence level of 99.7% in Access. Therefore, developing interventions for Access is not an LSBU priority (see Annex A, Table A1).

The findings affirm the effectiveness of our existing initiatives, collaborative efforts, LSBU Group work and policies to promote equality of access to education at LSBU. It also demonstrates our commitment to promoting a level playing field and creating an environment where everyone has equal opportunities to pursue their educational aspirations. Furthermore, students from IMD quintile 1 backgrounds have a higher likelihood of accessing LSBU than their quintile 5 counterparts, which is contrary to the overall sector trend.

While there are no immediate gaps or areas of concern, LSBU remains fully committed to proactively monitoring and mitigating risks to Equality of Opportunity internally. As highlighted by HEPI Policy Note 46⁴ there are disparities in outcomes between students eligible for Free School Meals (FSM) and those who are not, with this inequality existing across the entire educational spectrum. Consequently, our focus in Access is on implementing targeted and sustained interventions⁵ to address and mitigate pre-16 attainment gaps⁶ within South Bank University Academy and South Bank Colleges. Access risks we will prioritise are Perceptions of Higher Education, Careers Information Advice and Guidance, and Knowledge and Skills.

Risks to On Course Outcomes

Considering the timeline of our plan, which spans four years, our data analysis approach adopts a comprehensive perspective by considering four-year aggregate data, as well as trends over multiple years. This deliberate focus on aggregating data over this timeframe allows for enhanced comparability and consistency, enabling us to establish measurable and achievable targets that align with our overarching objectives to be accomplished by the conclusion of the 2027-28 period. By also examining trends, we are able to identify of concern that gaps may emerge in future. For full details on our data analysis methodology, please refer to [Annex A](#).

Persistent disparities are evident among specific student demographics throughout the Continuation, Completion, and Attainment stages. These gaps primarily encompass discrepancies between white students compared to ABMO and disparities related to the Index of Multiple Deprivation (IMD), eligibility for Free School Meals (FSM), sex and age.

Given the size of these cohorts within the student body, this poses a significant challenge as it requires a considerable investment of resources to effectively tackle these disparities. Consequently, LSBU has devised strategic interventions that prioritise systemic changes to foster greater equality of opportunity, focusing on maximising their impact.

Extensive internal analysis of student data sourced from various channels, including the Personal Development Plan (PDP), student-facing services, Moodle engagement, Hardship Funding, and the SU Resit Phonebank Project, has allowed us to understand better the nature of the barriers faced by our students. For full details on our findings, please refer to [Annex A - Assessment of performance using internal data](#).

Analysis indicates that students are experiencing a sense of overwhelming burden. This feeling is closely intertwined with the compounded pressure from our country's ongoing cost of living crisis. This has led some students to increase their working hours, which contributes to an already challenging situation, intensifying the difficulties individuals face working part-time and increasing the financial burden they experience. Furthermore, students have less time available to engage with their university studies. As a result, students' mental well-being deteriorates due to the added stress of simultaneously managing numerous aspects of their academic and personal lives.

⁴ <https://www.hepi.ac.uk/2023/06/01/gaps-in-outcomes-among-free-school-meal-students-in-higher-education/>

⁵ <https://taso.org.uk/news-item/measuring-impact-along-the-path-to-raising-attainment/>

⁶ <https://s33320.pcdn.co/wp-content/uploads/TASO-attainment-raising-typology-and-rapid-evidence-review.pdf>

Mode	Gap	Continuation	Completion	Attainment
Full-time	AMOW > Black		Y	Y
	White > ABMO		Y	Y
	Asian > Black		Y	Y
	IMDQ5 > IMDQ1	Y	Y	Y
	IMDQ2345 > IMDQ1	Y	Y	Y
	NotEligibleForFSM > EligibleForFSM	Y	Y	Y
	Female > Male	Y	Y	
	IMDQ12_White > IMDQ12_ABMO		Y	Y
	IMDQ345_White > IMDQ345_ABMO		Y	Y
Part-time	AMOW > Black	Y	Y	Y
	White > ABMO	Y	Y	Y
	White > Black	Y	Y	Y
	IMDQ5 > IMDQ1	Y	Y	
Apprenticeship	Young_Under21 > Mature_Age21andOver	Y	Y	

Table 2: Persistent gaps across on course lifecycle (Continuation, completion, and attainment) and mode of study

Risks to Progression

Gaps found in progression are similar to disparities found throughout Continuation, Completion, and Attainment stages. Therefore, it is crucial to prioritise our efforts and resources towards addressing these gaps during the students' journey within our institution. We can positively impact student progression by narrowing the disparities in Continuation, Completion, and Attainment. Furthermore, we recognise the intricate nature of barriers to progression, various obstacles that give rise to these gaps, including limited tailored career advice and guidance, as well as deficiencies in the level 2 Maths and English skills sought by employers which we look to overcome.

We are committed to addressing the progression gap and improving our career services for students through strategic and technological advancements. However, it is important to note that the impact of our investments and interventions may take time to see in our metrics, given the lag in measurement of outcomes. To provide tailored career support, we engage with students starting their first year of study and utilise effective feedback mechanisms like the PDP for continuous improvement. We collaborate with academic schools and divisions to ensure consistent provision and support is available across the university. The outcomes of our efforts will become apparent when students complete their three-year degree, graduate, and participate in the graduate outcomes survey 1.5 years after graduation, therefore in the latter years of the plan.

We have established a Graduate Outcomes Task Force to drive our Employability Strategy. This task force consists of critical stakeholders who contribute their expertise to develop and endorse leading indicators that offer valuable insights into the impact of Graduate Outcomes. They engage in ongoing review processes to monitor progress and actively contribute to our institutional reporting on employability. Through collaborative efforts, the task force ensures a clear and comprehensive understanding of our graduates' outcomes and strengthens our overall approach to fostering employability.

With a strategic focus on reducing gaps in progression outcomes, the task force actively works to develop initiatives that facilitate positive change. By harnessing their expertise and collective efforts, we aim to create a supportive environment that empowers graduates to achieve their full potential.

Establishing the Graduate Outcomes Task Force is a testament to our commitment to data-driven decision-making and continuous improvement. Through this strategic initiative, we are equipped to monitor, assess, and enhance graduate outcomes, fostering a culture of excellence and success.

Section 3: Intervention Strategies

Access Interventions

While currently there are no evident gaps or areas of concern, LSBU maintains a solid dedication to proactively addressing national risks associated with equality of opportunity of access to higher education. Consequently, we refrain from setting specific access targets, opting instead to emphasise our unwavering dedication and resolve in this domain by focusing on further enhancing our sector knowledge through implementing and evaluating sustained interventions.

This shift in focus demonstrates our commitment to driving lasting and measurable impact in our outreach efforts. In particular, we aim to add to the sector's understanding of what works with regard to pre-16 attainment raising by implementing carefully designed interventions and systematically evaluating their effectiveness. Please refer to [Annex B](#) for full detail on each intervention activity.

We recognise the immense value of our affiliation with the LSBU Group as a pivotal element in our pre-16 attainment initiatives. Our strategic approach revolves around forging meaningful connections with academies and colleges, emphasising the development of Continuing Professional Development (CPD) programs in collaboration with London Uni Connect. Moreover, we prioritise providing support to school leadership through the LSBU Group structure, while also implementing targeted interventions for students identified below.

By leveraging our link with the LSBU Group, we can effectively enhance our pre-16 attainment efforts, ensuring a coordinated and comprehensive approach. Through strategic engagement with academies and colleges, we aim to cultivate a culture of continuous learning and professional growth. Additionally, we recognise the pivotal role of school leadership in driving educational excellence. We are committed to providing support and resources to empower school leaders, leveraging the expertise and resources from London South Bank Academy and London South Bank College.

Intervention Strategy 1 (IS1): Pre-16 attainment

- Objective:** To understand what works to enhance participants' positive attitudes towards learning and increase attainment pre-16.
- Target:** Our internal target is to implement sustained interventions throughout the entire duration of the plan in order to achieve a statistically significant and positive difference in participants' attitudes towards learning compared to the control group.
- Risks:** EORR Risks 1, 2 and 3

Activity	Inputs	Outcomes
<p><u>Sustained Aspire Programme</u></p> <p>We are committed to assessing the effectiveness of sustained 2 -to-1 coaching interventions on student attainment from 7 to year 10. This coaching initiative is designed to equip students with essential skills and tools, fostering resilience, reframe negative, and address the stigma associated with seeking support.</p>	<p>Administrative support from schools and the LSBU outreach team, buy in from parents. Effective processes for data collection and evaluation using HEAT. Adaptability - Sessions will run within school time; therefore, we look to work with the schools to run sessions with students in a way that have a minimal impact on studying particular subjects.</p>	<p>Improved academic performance, attitudes towards learning, resilience, and improved confidence in asking for help. Students develop valuable life skills that extend beyond the academic realm. These skills include effective communication, goal setting, time management, self-reflection, and problem-solving abilities, which can benefit students in various areas of their lives.</p>
<p><u>Teaching Mandarin in Primary Schools</u></p> <p>We work with primary schools by offering Mandarin as an enrichment subject. We are aiming to evaluate the impact of introducing new subjects to young learners and their attitudes towards subjects beyond the core curriculum. In this case, the subject is Mandarin, which fosters an appreciation for a new language and opens doors to understanding diverse cultures, traditions, and cuisines. By cultivating an inclusive environment, we strive to create an educational setting where students embrace diversity, develop a global perspective, and nurture a sense of inclusivity.</p>	<p>The implementation of this intervention results from a collaborative effort between the Confucius Institute and the LSBU outreach team. To ensure a comprehensive evaluation and maximise the effectiveness of the intervention, the outreach team will work to gather relevant data, rigorously assess the impact of the intervention, and effectively disseminate the findings. Maintaining open lines of communication with primary schools enables us to establish a dialogue and understand their unique needs, concerns, and priorities.</p>	<p>Learning Mandarin exposes students to a different language, culture, and way of life. It broadens their understanding of the world and fosters cultural awareness, helping them appreciate diversity and develop a global perspective.</p> <p>Learning Mandarin empowers students to take on new linguistic challenges and builds their confidence in acquiring foreign languages. As they progress in their Mandarin proficiency, their self-belief and willingness to explore other languages and learn to grow.</p>

Activity	Inputs	Outcomes
<p><u>Implementation and use of HEAT</u></p> <p>We will implement HEAT to improve our data collection, evaluation methods and dissemination of findings. By implementing this system, we will be better equipped to assess the impact of our outreach efforts, identify successful strategies, and make informed decisions to enhance our pre-16 activities further. This forward-thinking approach reflects our commitment to continuous improvement and our dedication to providing the best possible support and guidance to pre-16 students.</p>	<p>HEAT training for staff members responsible for inputting and utilising the HEAT system. Training sessions will cover data entry protocols, understanding evaluation metrics, interpreting results, and effectively utilising the system's features. To enhance the evaluation of interventions, we will review the information required for effective data collection in line with GDPR and data protection of children.</p>	<p>HEAT enables us to collect valuable data and insights that support evidence-based changes in current interventions and the development of new ones.</p> <p>HEAT facilitates collaboration and sharing best practices with partners and other stakeholders. This contributes to the sector's understanding of what works.</p>
<p><u>Collaboration with Uni Connect</u></p> <p>Autistic students often face challenges and are frequently overlooked, especially in the pre-16 education phase. Recognising this gap, bring together the expertise of LSBU and Uni Connect. Through a collaborative effort, we aim to provide schools with comprehensive support in assisting autistic students.</p>	<p>Strong collaboration between LSBU and Uni Connect, and the participating schools is vital.</p> <p>Training and capacity-building opportunities for school staff is vital to ensure the effective implementation of the interventions.</p> <p>Administrative support for planning and evaluating interventions.</p>	<p>Improved support for autistic students. This may result in improved academic performance, increased engagement, and better overall well-being for these students.</p> <p>Increased awareness and understanding of autism among school staff, students, and the wider school community. Enhanced school practices. Empowered school staff.</p>
<p><u>Strengthening Partnership with South Bank University Academy through governance support</u></p> <p>We are eager to leverage this to enhance our South Bank University Academy partnership. Through ongoing consultation and collaboration, we aim to identify areas where we can provide valuable support to raise pre-16 attainment levels through governance and teacher training.</p>	<p>Strengthen effective communication and channels between LSBU and South Bank University Academy through shared online platforms and designated personnel responsible for maintaining and fostering the partnership.</p>	<p>Sustainable impact by strengthening the partnership, we can have a sustainable impact through a continuous understanding of how we, as a university, can support student pre-16 attainment. This could include pedagogical support, curriculum development, and outreach initiatives.</p> <p>Improved academic performance by identifying and addressing specific gaps in pre-16 attainment, the partnership can reduce achievement gaps among students.</p>

Activity	Inputs	Outcomes
<p><u>Reducing Inequalities through Creative Computing and Digital Storytelling</u></p> <p>We will run creative computing workshops, available to primary schools in deprived areas of London or as after school intervention for at risk children such as care experienced students. The workshops will be co-created with undergraduate students who will act as role models and help demystify University life, Computing, and careers in tech.</p>	<p>Co-design, delivery, and safeguarding training for student ambassadors. Collaborative partnerships with local schools, community organisations, and charities to help identify and reach out to the target audience effectively.</p> <p>Establishing effective evaluation methods,</p>	<p>STEM Skills Development, students will learn the fundamental principles of STEM subjects through hands-on activities, which will enhance their problem-solving, critical thinking, and logical reasoning abilities. Introducing robotics at the primary school level prepares students for the increasingly technology-driven world they will enter. It exposes them to emerging technologies and concepts, nurturing their interest in fields such as robotics, automation, artificial intelligence, and engineering.</p>

On Course Interventions

When addressing gaps during students' course of study, it is crucial to consider the unique diversity and disadvantaged backgrounds of our student body at LSBU. Therefore, IS2, IS3, IS4, IS5 and IS6 concentrate on activities specifically designed to have the greatest impact on the challenges faced by our exceptional student body. Each intervention strategy incorporates sector best practices tailored to meet the needs of our students. We diligently evaluate the outcomes of these activities to optimise the utilisation of our limited resources and enhance the quality and suitability of students' academic experiences. This evaluation encompasses both academic and non-academic support and development, aiming to address the evolving needs of our students throughout their studies. The core assumptions of the theory of change which underpins each strategy are as follows:

1. By ensuring that we are designing and delivering our courses in a way that anticipates and responds to the needs of our student body, we will improve student engagement and belonging, which will lead to improved retention and continuation and ultimately attainment.
2. By taking a proactive approach to understanding the needs of our students at an individual level, we can connect students with resources which will minimise the impact of barriers to engagement with their learning.

Diagram 1 illustrates the theory of change which underpins this strategy. Each component of this model corresponds to one or more of the interventions presented below. This model reflects our assumption that we need to focus on proactive and supportive developmental interventions to improve student engagement, while simultaneously seeking to ensure that we deliver an accessible and inclusive learning experience for our students. Together, these groups of interventions will drive increased submission of higher quality work, where gaps in outcome due to student characteristics are no longer evident. Please refer to [Annex B](#) to find out more information about each activity.

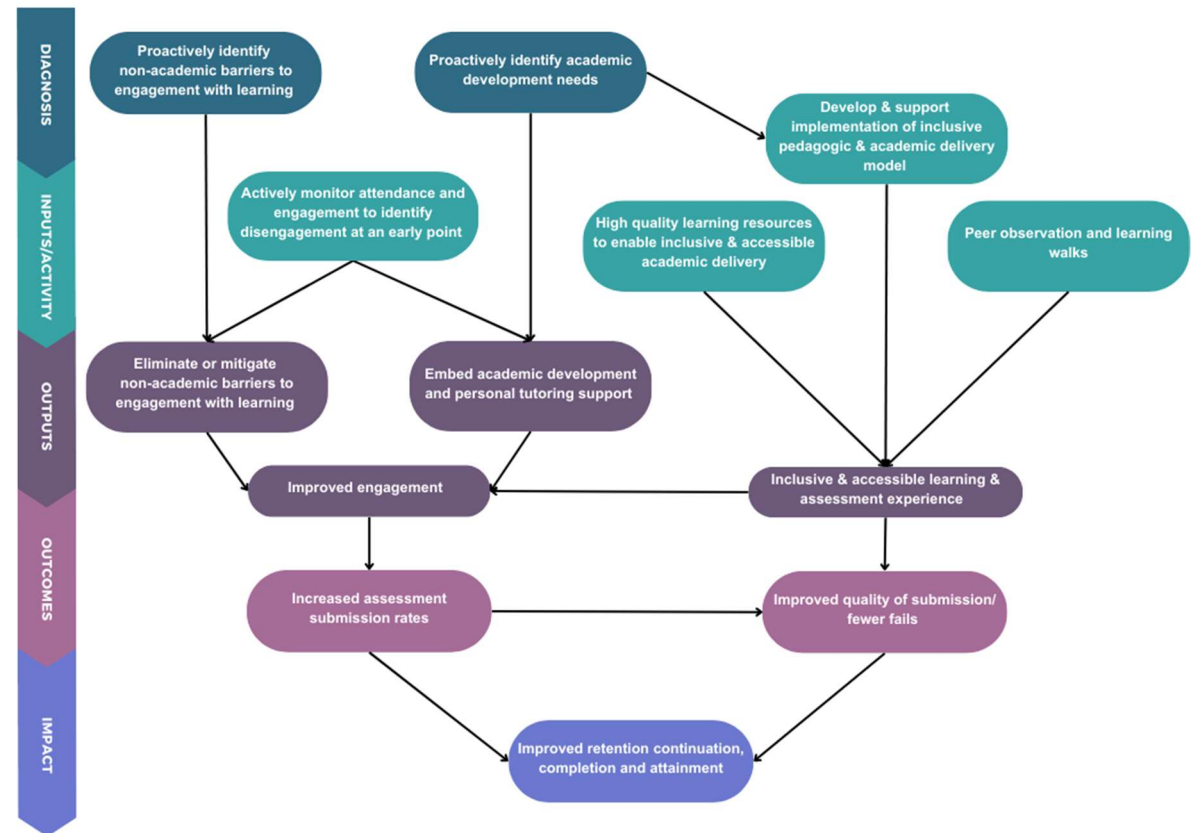


Diagram 1: Theory of change that underpins our approach to on course interventions

Intervention Strategy 2 (IS2): Continuation – FSM gap

Objective:	To close the gap in continuation rates between students eligible for free school meals and those not eligible by 2028.
Target:	PTS_1 - By 2027-2028, close the gap (3 pp, 4-year aggregate data) in continuation rates between full-time UG students eligible for free school meals and those not eligible.
Risks:	EORR Risks 10, 11 and LSBU Risk: Barriers to engagement
Estimated cost:	£244,000

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Academic Calendar Changes</u></p> <p>From 23/24 onwards, we will be operating multiple optimised academic calendars. Courses in the Institute of Health and Social Care (IHSC) will continue to be delivered over 12 months, reflecting the requirements of clinical placements. Outside of IHSC, most undergraduate students will follow a condensed academic year, with a later start and an earlier end shortened by 2 weeks.</p>	<p>Engaging faculty members and professional staff in planning and implementation. Involving students in decision-making through surveys, focus groups, or student representative bodies.</p> <p>Communication and support - providing clear and timely communication to all stakeholders.</p>	<p>On time SFE confirmation - FSM-eligible students that gain admissions through clearing and would have otherwise joined later will have enough time to ensure their student finances are in order before the start of the academic year.</p> <p>Increased student capacity to find work placements related to their chosen field.</p>	IS3
<p><u>Reduction in exams and overall assessment volume</u></p> <p>From 23/24, we will be significantly reducing exam assessments and ensuring that all modules with more than two assessments clearly have exceptional reasons for doing so.</p>	<p>Curriculum review through identification modules that heavily rely on exams and assess overall assessment volume to find alternative assessment modes that meet learning objectives. Gaining agreement and support from stakeholders, such as academic staff, course directors, module leaders, and</p>	<p>Increase in students continuing onto the next year and passing first time, reducing the need for resits. Alleviated overwhelm for students through balanced workloads, allowing students to balance academic and personal pressures, which will contribute to enhanced continuation rates, increased academic attainment, improved well-being, and greater student satisfaction. Better alignment between assessments and learning objectives.</p>	IS3, IS5, IS6

Activity	Inputs	Outcomes	Cross intervention?
	relevant departments to gain their input. Providing training and support to academic staff in designing and implementing alternative assessments. Seek feedback and input from student representatives on these changes and how to get student engagement.		
<p><u>Expanding the use of PDP</u></p> <p>Our PDP tool is a unique and powerful tool which helps us understand students' confidence across six developmental domains. To ensure optimal impact, we must achieve a high completion rate for first-year students and a sustained re-completion rate for continuing students at the start of each academic year.</p>	<p>To increase awareness of the tool, we are working with the Library and Learning Resource Team, which manage Freshers Week to actively encourage students to complete the PDP. In addition, professional and academic staff will remind students of the importance of completing the PDP. We have asked professional and academic staff to invite students to update their PDP each time they have one-to-one meetings with any of their students.</p>	<p>Earlier identification of students with financial concerns through the PDP, resulting in proactive signposting from student services on to money advice and support available⁷. Data collected through PDP identifies, among other things, if a student shares that they have a disability but have not registered with the Disability Team. In such cases, the Disability Team proactively reaches out to the student to offer support, resulting in improved disability support and student experience. Support for remote learning - data collected through PDP identifies students who may struggle to access remote learning due to not having adequate IT equipment and/or internet connection. The university has made a provision of laptops and other equipment, that can be loaned to these students, thus ensuring they have the necessary means to study remotely.</p>	<p>IS3, IS4, IS5 & IS6</p>

Intervention strategy 3 (IS3): Continuation – FT Under 21 vs 21-25

- Objective:** By 2029, to completely eradicate the continuation disparity between UG FT student groups aged under 21 and those aged 21-25.
- Target:** PTS_2 To reduce the continuation gap (4-year aggregate data) between student groups under 21 and 21-25 by 4 percentage points by 2027-28, from 5% to 1%.
- Risks:** EORR Risks 6, 11 and LSBU Risk: Barriers to engagement
- Estimated cost:** £232,000

⁷ More information on LSBU money advice is available at: <https://www.lsbu.ac.uk/student-life/student-services/financial-advice>

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Reduction in exams and overall assessment volume</u></p> <p>From 23/24, we will significantly reduce exam assessments and ensure that all modules with more than two assessments have exceptional reasons for doing so. We know that our students in the age group of 21-25 face challenges balancing work, personal commitments, and study. By reducing assessment volumes, and instead focusing on using high quality and inclusive assessment practices, we will reduce the cumulative burden on our students, while protecting the integrity of our assessment processes.</p>	<p>Engaging faculty members and professional staff in planning and implementation. Involving students in decision-making through surveys, focus groups, or student representative bodies.</p> <p>Communication and support – providing clear and timely communication to all stakeholders.</p>	<p>Alleviate workload and assessment overload, allowing students to balance academic and personal pressures. By alleviating unnecessary overload, students will have more time to focus on achieving the best of their abilities, leading to enhanced continuation and attainment, greater student satisfaction and overall positive learning experiences. This enabled students that have additional caring responsibilities the ability to</p>	<p>IS2, IS5, IS6</p>
<p><u>Academic Calendar Changes</u></p> <p>From 23/24 onwards, we will be operating multiple optimised academic calendars. Courses in the Institute of Health and Social Care (IHSC) will continue to be delivered over 12 months, reflecting the requirements of clinical placements. Outside of IHSC, most undergraduate students will be following a condensed academic year, with a later start and an earlier end.</p>	<p>Engaging faculty members and professional staff in planning and implementation. Involving students in decision-making through surveys, focus groups, or student representative bodies. Communication and support – providing clear and timely communication to all stakeholders.</p>	<p>Enhanced continuation rates through alleviated overwhelm for students. By minimising the challenges faced by late enrollees and other students facing capacity issues due to external factors in catching up with academic content, we create a more inclusive and supportive environment, enabling these students to integrate seamlessly and thrive academically.</p>	<p>IS2</p>
<p><u>Personal Development Plan</u></p> <p>Our PDP tool is unique and powerful, underpinning several of our institutional commitments to supporting outstanding</p>	<p>To increase awareness of the tool, we have worked with the Library and Learning Resource Team, which manages Freshers Week, to actively encourage students to</p>	<p>Earlier identification of students with capacity concerns through the PDP, resulting in proactive signposting from student services on advice and support available. Within the PDP,</p>	<p>IS2, IS4, IS5, IS6</p>

Activity	Inputs	Outcomes	Cross intervention?
<p>student experience and outcomes. To ensure optimal impact, we must achieve a high completion rate for first-year students and a sustained re-completion rate for continuing students at the start of each academic year.</p>	<p>complete the PDP; in addition, we have asked professional and academic staff to remind students of the importance of completing the PDP. We have asked professional and academic staff to invite students to update their PDP each time they have one-to-one meetings with any of their students.</p>	<p>students can let us know if they have any caring responsibility that may impact their ability to continue with their studies, leading to proactive personal support for the student. Data collected through PDP identifies, among other things, if a student shares that they have a disability but have not registered with the Disability Team. In such cases, the Disability Team proactively reaches out to the student to offer support, resulting in improved disability support and student experience. Support for remote learning – data collected through PDP identifies students who may struggle to access remote learning due to not having adequate IT equipment and/or internet connection. The university has made a provision of laptops and other equipment, that can be loaned to these students, thus ensuring they have the necessary means to study remotely.</p>	
<p><u>Peer-assisted learning (PAL):</u> From 2023-24, we look to implement PAL, which fosters cross-year support between students on the same course. PAL encourages students to support each other and to learn collaboratively under the guidance of trained students, called PAL Leaders, from the year above.</p>	<p>Selection and training of PAL Leaders involves financial and time investment. Collaboration with faculty members and professional staff is crucial for successfully implementing PAL and ensuring PAL resources meet learning outcomes. Implementation of evaluation mechanisms is important to assess the effectiveness of the PAL scheme.</p>	<p>Improved academic performance for students as mature students are more likely to find the support they need, which may enhance academic performance. Improved continuation through additional academic support through pal. Enhanced student experience as students can develop new friendships and support networks. Pal leaders and mentees will develop transferable skills, such as communication, teamwork, leadership, and critical thinking.</p>	<p>IS4, IS5, IS6</p>

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Action Learning:</u> Action Learning is a form of group coaching, which will be implemented within the School of Engineering. Led by trained facilitators, each group will consist of 5-6 students who meet every two weeks during their scheduled lessons. In the initial year of the plan, we will conduct a pilot programme with a total of 36-40 first-year students and look to expand upon further evaluation and development in subsequent years. The action learning sessions will commence staggered, specifically targeting late enrollees starting from week 3. This intervention will require a collaborative effort, leveraging the expertise of various university teams, including Admissions, Registry, Academic Framework, Nathu Puri Institute, School of Engineering, and the Student Union.</p>	<p>Allocating financial resources to support the implementation of action learning programs, including training facilitators, organising workshops, and providing necessary materials and resources. Ensuring adequate physical spaces, such as classrooms or meeting rooms, are equipped with the necessary technology and resources to facilitate action learning sessions. Allocating resources for administrative staff to manage logistics, participant enrolment, scheduling, and coordination of action learning activities. Allocating resources for the evaluation and assessment of the effectiveness and impact of action learning interventions, including data collection, analysis, and reporting.</p>	<p>The targeted intervention addresses student specific needs, provides support, and enhances their sense of belonging, thereby improving student retention rates. Action learning creates a participatory learning environment where students can collaborate. This experiential approach increases student engagement, motivation, and investment in their academic journey.</p> <p>Enhanced academic and personal support within a small group setting. This tailored guidance helps them navigate academic challenges, develop essential skills, and access LSBU resources/opportunities to succeed. The targeted intervention promotes holistic development and equips students with the tools they need for academic and personal growth.</p>	<p>IS5</p>

Intervention strategy 4 (IS4): Continuation gap between males and females

- Objectives:** By 2032, to eliminate the continuation gaps between UG full-time males and females.
- Target:** PTS_3 To reduce the continuation gap (4-year aggregate) between UG full-time males and females by 2 percentage points from 4% to 2%.
- Risks:** EORR Risks 6, 7 and 8
- Estimated cost:** £287,000

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Peer Assisted Learning (PAL)</u></p> <p>From 2023-24, we look to implement that foster cross-year support between students on the same course. PAL encourages students to support each other and to learn collaboratively under the guidance of trained students, called PAL Leaders, from the year above.</p>	<p>Selection and training of PAL Leaders. This will involve financial and time investment.</p> <p>Collaborating with faculty members and professional staff is crucial for successfully implementing PAL.</p> <p>Implementing evaluation mechanisms is important to assess the effectiveness of the PAL scheme.</p>	<p>Reframing mindset around reaching out - PAL Leaders, being peers and closer to the students utilising the services, play a crucial role in making the support more accessible. Their relatability and proximity foster a shift in mindset among male students, encouraging them to overcome the stigma of seeking assistance when needed. As more male students utilise the service, the more likely that this will lead to improved continuation for male students.</p>	<p>IS3, IS5, IS6</p>
<p><u>Personal Development Plan</u></p> <p>Our PDP tool is unique and powerful, underpinning several of our institutional commitments to supporting outstanding student experience and outcomes. To ensure optimal impact, we must achieve a high completion rate for all students. Through increased engagement with the PDP, students are more likely to utilise academic and personal support available.</p>	<p>To increase awareness of the tool, we are working with various teams across the university that are students facing to improve student completion of the PDP. Significant training investment is needed to ensure key staff, such as personal tutors, can access and interpret student responses to the PDP.</p>	<p>Improved understanding of barriers encountered by male students, through analysis of responses provided by male students in the PDP. This feedback loop allows us to design and implement interventions that specifically address the challenges faced by male students, ultimately enhancing their continuation and attainment. Personal tutors can access their tutees' responses to the PDP, enabling them to personalise their sessions and provide targeted support that aligns with each tutee's specific needs.</p>	<p>IS2, IS3, IS5, IS6</p>
<p>Enhanced attendance through CampusM:</p> <p>We are currently developing and preparing for the launch of CampusM, an innovative app designed to enhance attendance monitoring for our students. Scheduled to be introduced in 2024, this app will offer a convenient solution for students to download and utilise,</p>	<p>A substantial investment in technology is necessary to ensure seamless adaptation and integration of CampusM with other systems within the university. Building the infrastructure to support the app, including servers, databases, and network infrastructure.</p>	<p>Improved student attendance and monitoring can be achieved, enabling student services and other student-facing teams to effectively monitor student attendance.</p> <p>By utilising CampusM, we can now monitor the attendance of specific students, enabling early detection of non-attendance and</p>	<p>N/A</p>

Activity	Inputs	Outcomes	Cross intervention?
revolutionising how attendance is managed. By leveraging advanced Bluetooth technology, the app will streamline the recording of class attendance, providing a seamless and efficient experience for both students and faculty.	Communication of the implementation of the CampusM app to students and staff providing clear instructions on how to download, install, and use the app. Conduct training sessions for staff to ensure effective utilisation.	facilitating timely signposting to appropriate services; in the case of decreased attendance among male students, we can proactively engage with them to provide necessary support.	

Intervention strategy 5 (IS5): Attainment gap between White students and Asian, Black, Mixed, and Other (ABMO) students

As an institution, we are dedicated to addressing and reducing the persistent attainment gap between White and ABMO students. Recognising that White students form the ethnic minority within our student population, we anticipate that closing the racial attainment gap will inevitably improve overall Good Honours outcomes. It is crucial to emphasise that our commitment to closing the attainment gap does not compromise the integrity and standards of our degree programmes. We strive to maintain and protect our degrees' high quality and rigour while actively working towards equitable and inclusive academic success for all students.

- Objectives:** To eliminate the attainment gap between UG full-time White and ABMO students by 2034.
- Target:** PTS_4 To reduce the four-year aggregate attainment gap between UG full-time White and ABMO students 6 percentage points, decreasing the gap from 15% to 9% by 2027-28.
- Risks:** EORR Risks 6, 7, 8 and LSBU Risk: Barriers to engagement
- Estimated cost:** £245,000

Activity	Inputs	Outcomes	Cross intervention?
<u>SCALE-UP project</u> SCALE-UP- an innovative approach to active and collaborative learning. This method has been shown to reduce non-continuation gaps, decrease attainment gaps, improve attendance, and enhance engagement. This is an expansion of the pilot run in 2022-23 in collaboration with NTU.	Training Academic Staff with the necessary pedagogical skills and knowledge to effectively implement the SCALE-UP approach in teaching practices. Curriculum design and adaptation to align with the principles of SCALE-UP. Establishing collaborative networks, communities of practice, or support structures within LSBU.	Improved academic performance Achieved through active learning. Reduce attainment gaps through improved academic performance. The interactive nature of SCALE-UP encourages students to actively participate in class discussions, leading to increased student engagement. Increased retention rates due to increased student satisfaction.	N/A

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Peer Assisted Learning (PAL)</u></p> <p>From 2023-24, we look to implement that foster cross-year support between students on the same course. PAL encourages students to support each other and to learn collaboratively under the guidance of trained students, called PAL Leaders, from the year above.</p>	<p>Selection and training of PAL Leaders. This will involve financial and administrative investment. Collaborating with faculty members and professional staff is crucial for successfully implementing PAL. Implementing evaluation mechanisms is important to assess the effectiveness of the PAL scheme.</p>	<p>Improved academic performance for ABMO students. Students will have an enhanced learning experience through collaborative learning methods. Students will be more confident in their abilities. Pal leaders and mentees will develop of transferable skills, such as communication, teamwork, leadership, and critical thinking. We often find that ABMO students are the least likely to reach out to our support services; we hope that as PAL Leaders, being peers and closer to the students utilising the services, play a crucial role in making the support more accessible.</p>	<p>IS3, IS4, IS6</p>
<p><u>Reduction in exams and overall assessment volume</u></p> <p>From 23/24, we will significantly reduce exam assessments and ensure that all modules with more than 2 assessments clearly have exceptional reasons for doing so.</p>	<p>Engaging faculty members and professional staff in planning and implementation. Involving students in decision-making through surveys, focus groups, or student representative bodies.</p> <p>Communication and support - providing clear and timely communication to all stakeholders.</p>	<p>Alleviate workload and assessment overload, allowing students to balance academic and personal pressures. By alleviating unnecessary overload, students will have more time to focus on achieving the best of their abilities, leading to enhanced continuation and attainment, greater student satisfaction and overall positive learning experiences. This enabled students that have additional caring responsibilities the ability to</p>	<p>IS2, IS3, IS6</p>
<p><u>Black Student LSBU Guidebook</u></p> <p>The LSBU Guide for Black Students is a collaborative initiative led by the LSBU Black Mental Health Officer. This comprehensive book aims to empower black students and assist them in navigating their academic journey at LSBU.</p>	<p>Collaboration with Student Services, students and LSBU Black mental health officer to create a bespoke guide that meet the needs students to support them on their journey at LSBU.</p> <p>Increased adoption and use of the book requires support from stakeholders such as personal tutors, students' services and our library and resource team.</p>	<p>Through this guide, Black Students gain an Increased awareness of the academic and personal provision the university offers, leading to increased engagement in personal and academic support, which will ultimately lead to increase continuation and attainment.</p>	

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Personal Development Plan</u></p> <p>Our PDP tool is unique and powerful, underpinning several of our institutional commitments to supporting outstanding student experience and outcomes. The tool gives us an insight of possible barriers students face while being at LSBU, facilitating targeted interventions.</p>	<p>To increase awareness of the tool, we are working with various teams across the university that are students facing to improve student completion of the PDP. Significant training investment is needed to ensure key staff, such as personal tutors, can access and interpret student responses to the PDP.</p>	<p>Improved understanding of barriers encountered by ABMO students through analysis of responses provided by students in the PDP. This feedback loop allows us to design and implement interventions that specifically address the challenges faced by ABMO students, ultimately enhancing their attainment. Personal tutors can access their tutees' responses to the PDP, enabling them to personalise their sessions and provide targeted support that aligns with each tutee's specific needs.</p>	<p>IS2, IS3, IS4, IS6</p>
<p><u>SU Resit Phonebank Project</u></p> <p>Development and expansion of the SU Resit Phonebank Project. This is a proactive approach to reaching out to students who need resit exams to understand their barriers and challenges and signpost to relevant support.</p>	<p>The project requires significant financial, administrative, and planning investment. Training of campaign callers with correct information around GDPR,</p>	<p>The project fosters enhanced communication with students, creating a valuable platform for gaining profound insights into the barriers ABMO students face. This information feeds into the development of targeted interventions. This proactive approach ensures students have timely access to the necessary support systems, empowering them to prepare for their resits effectively.</p>	
<p><u>Action Learning (AL):</u> Action Learning is a form of group coaching, implemented within the School of Engineering. Led by trained facilitators, each group will consist of 5-6 students who meet every two weeks. This intervention will require a collaborative effort, leveraging the expertise of various university teams, including Admissions, Registry, Academic Framework, Nathu Puri</p>	<p>Allocation of financial resources to support the implementation of action learning, including training facilitators, organising workshops, and providing necessary materials and resources. Ensuring adequate physical spaces, such as classrooms or meeting rooms, are equipped with the necessary technology and resources to facilitate action learning sessions. Allocating resources for administrative staff to manage logistics, participant enrolment, scheduling, and coordination of action learning activities.</p>	<p>AL addresses student specific needs, provides support, and enhances their sense of belonging, thereby improving contributing to improved attainment. AL increases student engagement, motivation, and investment in their academic journey. Enhanced academic and personal support within a small group setting. This tailored guidance helps them navigate academic challenges, develop essential skills, and access LSBU resources. The targeted intervention promotes holistic development and</p>	<p>IS3</p>

Activity	Inputs	Outcomes	Cross intervention?
Institute, School of Engineering, and the Student Union.	Allocating resources for the impact evaluation of AL, including data collection, analysis, and reporting.	equips students with the tools they need for academic and personal growth.	

Intervention Strategy 6 (IS6): Attainment gap between IMD Quintile 1 and 5 students

Objectives: To eliminate the attainment gap between UG IMD Quintile 1 and 5 students by 2038.

Target: PTS_5 To reduce the four-year aggregate attainment gap between UG full time IMD Quintile 1 and 5 students by 4 percentage points, decreasing the gap from 14% to 10% by 2027-28.

Risks: EORR Risks 6, 7, 8 and LSBU Risk: Barriers to engagement

Estimated cost: £201,000

Activity	Inputs	Outcomes	Cross intervention?
<p><u>Peer Assisted Learning (PAL)</u></p> <p>PAL encourages students to support each other and to learn collaboratively under the guidance of trained students, called PAL Leaders, from the year above.</p>	<p>Selection and training of PAL Leaders. This will involve financial and administrative investment. Collaborating with faculty members and professional staff is crucial for successfully implementing PAL. Implementing evaluation mechanisms is important to assess the effectiveness of the PAL scheme.</p>	<p>PAL leaders, being peers and closer to the students play a crucial role in making the support more accessible.</p> <p>Improved academic performance for IMD quintile 1 students, therefore contributing to closing the attainment gap.</p>	IS3, IS4, IS5
<p><u>Personal Development Plan</u></p> <p>Our PDP tool is unique and powerful, underpinning several of our institutional commitments to supporting outstanding student experience and outcomes. To ensure</p>	<p>To increase awareness of the tool, we are working with various teams across the university that are students facing to improve student completion of the PDP. Significant training investment is needed to ensure key staff, such as personal tutors, can access and interpret student responses to the PDP.</p>	<p>Improved understanding of barriers encountered by IMDQ1 students through analysis of responses provided by students in the PDP. IMDQ1 students with concerns will be flagged to the well-being team to provide support and guidance. Personal tutors can access their tutees' responses, enabling them</p>	IS2, IS3, IS4, IS5

Activity	Inputs	Outcomes	Cross intervention?
optimal impact, we must achieve a high completion rate for all students.		to use personal tutor time effectively and address student concerns.	
<p><u>Reduction in exams and overall assessment volume</u></p> <p>From 23/24, we will be significantly reducing exam assessments and ensuring that all modules with more than two assessments clearly have exceptional reasons for doing so.</p>	<p>Curriculum review. Gaining agreement and support from stakeholders, such as academic staff, course directors, module leaders, and relevant departments to gain their input. Providing training and support to academic staff in designing and implementing alternative assessments. Seek feedback and input from student representatives on these changes and how to get student engagement.</p>	<p>Increase in students continuing onto the next year and passing first time, reducing the need for resits. Alleviated overwhelm for students through balanced workloads, allowing students to balance academic and personal pressures, which will contribute to enhanced academic attainment, improved well-being, and greater student satisfaction. Better alignment between assessments and learning objectives.</p>	IS2, IS3, IS4

Progression Interventions

Intervention Strategy 7 (IS7):

- Objectives:** To eliminate the progression gap between UG White and AMBO students by 2042.
- Target:** PTS_6 To reduce the progression gap (2-year aggregate data) between UG full-time White students and ABMO by 2% from 9% to 7%.
- Risks:** EORR Risk 12
- Estimated cost:** £185,000

Activity	Inputs	Outcomes
LSBU Employability has recently implemented a new system utilising PDP data to identify student sentiment regarding graduate employment.	New students to register with careers during the first week of teaching. Review of student	100% of first year students are registered with Careers Hub, which enables the Employability team to tailor provision to student needs.

Activity	Inputs	Outcomes
Students expressing feelings of confusion or uncertainty will be contacted by the Employability team, who will provide proactive support.	employability readiness across journey through PDP responses.	Improved graduate outcomes.
Embedding employability into the curriculum through the Skills Frame and Course Development process.	Collaboration between academic leaders and Employability to co-design and embed skills throughout the learning journey.	Our curriculum includes 100% of employability skills-related learning outcomes, fostering increased confidence in securing placements and ultimately improving graduate outcomes.
Increased placement and work-based learning.	Collaboration between academic schools, Employability and Apprenticeships to maximise placement opportunities for students.	By 2027-28, our goal is for 50% of non-IHSC students to undertake placements. This initiative aims to provide students with valuable work experience, ultimately enhancing their prospects upon graduation and leading to improved graduate outcomes.
English Functional Skills Summer Programme – Designed for first/foundation-year students to enhance English functional skills, leading to a Level 2 qualification. Our aim is to support students in overcoming potential barriers to progression due to English language by providing them with the opportunity to achieve a Level 2 qualification in English and Maths while studying with us.	Academic and administrative support for the length of the programme (12 weeks). Financial investment for running the programme.	Students will develop English skills in spelling, vocabulary usage, grammar, and punctuation, reading, writing, speaking, and listening. Improved progression onto employers that require level 2 Maths and English.

Section 3: Evaluation of Intervention Strategies

IS1 – Pre-16 attainment

The sector currently faces a knowledge gap regarding effective strategies for pre-16 attainment⁸, particularly in the context of sustained interventions. One of the key challenges recognised within the sector is the time delay between delivering the intervention and observing the subsequent attainment outcomes, making it difficult to establish a clear cause-and-effect relationship.

To address this challenge, we are piloting the Sustained Aspire Programme, which involves working closely with a consistent group of students throughout their secondary school journey. By maintaining this longitudinal partnership with the same cohort of students and collaborating with their school, we aim to accumulate sufficient data for possible Type 3 evaluation. Furthermore, it has been observed that disparities in educational outcomes begin to emerge during the early years of education, and these gaps persist into higher education, particularly among specific student groups such as those eligible for free school meals, males, and students with disabilities. To address these disparities, we have designed our activities to specifically engage with and support autistic and male students and students eligible for free school meals. We recognise the immense value of our affiliation with the LSBU Group as a pivotal element in our pre-16 attainment initiatives.

Evaluation

Our approach involves evaluating activity within this intervention strategy to generate Type 2 and possibly Type 3. We wish to build the sector's understanding of sustained interventions and will share our findings with London Uni Connect and partners; furthermore, we will share reports on our website and annually report the progress of interventions internally.

Activity	Method(s) of evaluation	Summary of the publication plan
Aspire Programme	Type 2 & Type 3. Assessment Data Interviews with teachers Pre- and post-survey with students	Yearly impact reports will be shared on our website and with TASO.
Teaching Mandarin in Primary Schools	Type 2 evaluation. Surveys ⁹ Attainment data	Final report on findings shared in 2027-28 with TASO and Uni Connect partners, with an interim report on our website.
Collaboration with Uni Connect	Type 2 evaluation Pre and post surveys	Shared across London Uni Connect partners at the end of the 4-year cycle.

⁸ <https://s33320.pcdn.co/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students-2.pdf>

⁹ Following guidance from TASO - <https://s33320.pcdn.co/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students-2.pdf>

Strengthening partnership with South Bank University Academy through governance support	Type 2 evaluation Interviews with staff	Report shared at the end of the 4-year cycle.
---	--	---

On course evaluation

We are committed to evaluating the impact of our activities on targeted groups. Throughout the duration of the plan, we will monitor the effectiveness of each intervention by assessing various leading internal indicators. These indicators will provide us with valuable insights into the outcomes of our initiatives. To gain a comprehensive understanding of the changes and their influence on the student experience, we will also gather qualitative data directly from students. This qualitative data will provide context and allow us to delve deeper into the outcomes observed through the indicators. By combining quantitative and qualitative approaches, we aim to obtain a holistic and nuanced understanding of our interventions' impact on the targeted students. This rigorous evaluation process ensures that we continuously improve and refine our strategies to better serve our students' needs.

Activity	Method(s) of evaluation	Summary of the publication plan
Reduction in exams and overall assessment volume	Type 2 & Type 3. Assessment Data Changes in % year on year continuation	Annual internal reporting, with final impact report on intervention in 2027-28 distributed on our website.
Academic Calendar Changes	Type 2 evaluation. Attendance data, Attainment data	Final report on findings shared in 2027-28.
PDP	Type 2 Analysing changes in: Student access of personal and academic support, changes in student confidence, PDP completion rates	Annual internal reporting Final report on findings shared in 2027-28.
PAL	Type 2 evaluation Looking at changes in attainment of students accessing PAL Changes in NSS student responses in relation to Learning Opportunities, Learning Resources and Learning Community	Annual internal reporting Final report on findings shared in 2027-28.
CampusM:	Type 2 Analysing whether increased attendance impact student outcomes	Annual internal reporting.
SCALE-UP	Type 2 Analysis of attainment for student in course with adopted SCALE-UP approach Thematic evaluation of student feedback	Annual internal reporting Submission of a manuscript for publication in the esteemed educational journal, Higher Education (impact factor 2.8).

Proactive Resit Support/ SU Resit Phonebank Project	Type 2 % change in student resits and pass rates	Internal annual reporting. Final report on findings shared in 2027-28.
Action Learning	Type 2 % change in retention rates; changes in academic attainment	Internal annual reporting. Final report on findings shared in 2027-28.

Progression evaluation

Activity	Method(s) of evaluation	Summary of the publication plan
Embedding employability	Type 2 Analysing changes in: % change in student employability, % change in student placements, % change in student confidence in “Careers, employability and enterprise” through the PDP	Annual internal reporting. Final report on findings shared in 2027-28.
Increased placement and work-based learning	Type 2 Analysing changes in: % change in student employability, % change in student placements	Annual internal reporting. Final report on findings shared in 2027-28.
English Functional Skills Summer Programme	Type 2 % change in progression onto employers that require level 2 Maths and English.	Annual internal reporting. Final report on findings shared in 2027-28.

Section 4: Whole provider approach

Strategic approach overview

At LSBU, we take a holistic approach to supporting our students' success, acknowledging the various factors and experiences contributing to their participation and attainment. We understand the interconnectedness of academic achievement, personal growth, well-being, and a supportive learning environment. We continuously review and evaluate our practices to ensure compliance with the Equality Act 2010 while promoting a culture of respect, understanding, and equal treatment within our institution. Furthermore, our EDI strategy and Athena SWAN commitments reaffirm our dedication to addressing intersectional challenges and enhancing the outcomes of underrepresented groups in academia.

Integrating the Plan at the Core

Our unwavering commitment to transforming lives, communities, businesses, and society through applied education and insight is at the core of everything we do. To accomplish this mission, our Corporate Strategy 2020-2025¹⁰ is strategically designed around four key pillars: Access to Opportunity, Student Success, Real-World Impact and Fit for the Future.

Our vision is one in which everyone has Access to the Opportunities and resources they need to succeed. We recognise that there are many barriers to success, whether economic, social, or cultural. But we are determined to overcome these obstacles and create a more equitable world. Our approach consists of creating Educational Pathways aligned with careers and jobs of the future, targeted Outreach to raise local aspirations and attainment and connecting employers to talented and skilled individuals. We believe that Student Success goes beyond academics. Our approach to providing holistic learning aims to empower graduates with the skills to tackle any challenges they may encounter in work and beyond.

By leveraging innovative research, we can make Real-World Impact. Our approach drives real-world solutions that enhance teaching, address the most pressing global and civic challenges, and generate critical insights that lead to sustainable outcomes, ultimately transforming the lives of individuals, communities, businesses, and society. We recognise the significant responsibility of educating future generations and are committed to ensuring that every student is Fit for the Future. Our approach is to continuously strive for innovation, embed new technologies and meet societal and business skills requirements.

Equality, Diversity, and Inclusion

In our unwavering pursuit of promoting Equality of opportunity for staff and students, our APP harmoniously aligns with our Equality, Diversity, and Inclusion (EDI) Strategy 2021-2025¹¹. These complementary frameworks work hand in hand to ensure a holistic approach to fostering an inclusive and equitable environment. In alignment with the Equality Act 2010, we continue to work towards:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act of individuals with a protected characteristic in work and education or an individual's association with another person belonging to a protected group.
- Advance Equality of opportunity between people who share a relevant protected characteristic* and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

¹⁰ https://www.lsbu.ac.uk/_data/assets/pdf_file/0008/273869/2025-group-strategy.pdf

¹¹ https://www.lsbu.ac.uk/_data/assets/pdf_file/0019/321931/EDI-strategy.pdf

We recognise our pursuit of promoting Equality of opportunity extends beyond the student experience to encompass our valued staff members. We are proud to share that, at present, we are in the final stages of preparing our submission for Advance HE's Race Equality Charter. Through our submission, we will showcase our comprehensive approach to addressing race equality, identifying areas for improvement, and implementing strategic actions to create a more equitable workplace. By aligning with the Race Equality Charter principles, we aim to empower our staff, eliminate gender-based barriers, and nurture an inclusive culture that values and celebrates diversity.

Our comprehensive action plan for the Race Equality Charter has incorporated targeted initiatives to reduce the racial awarding gap and foster a more inclusive and representative curriculum. These actions specifically focus on equipping schools with the necessary tools to decolonise the curriculum and bolster the confidence of ABMO students in its inclusivity. Through these strategic measures, we are committed to creating a learning environment where students from underrepresented groups feel empowered and valued. By challenging traditional perspectives and promoting diverse voices, we strive to cultivate a curriculum that reflects the richness and diversity of our global community.

To ensure the effective implementation of the Race Equality Charter, we have appointed Equality, Diversity, and Inclusion (EDI) leads in each school. The EDI leads report to the EDI Committee, which includes the Access and Participation Programme Manager as a member. This collaborative structure ensures alignment across the institution, promoting Equality of opportunity and supporting our commitment to fostering an inclusive and diverse university community.

Decolonising the curriculum

We are dedicated to promoting Equality of opportunity through our commitment to a Decolonising Vision. This vision is currently being firmly integrated into all aspects of the institution. At the core of this vision is acknowledging the historical impact of race, racism, and racialisation within the Higher Education sector. LSBU stands firm in rejecting these forces, actively opposing them, and fostering an environment that is actively antiracist. This commitment is essential for creating an inclusive and equitable university community where all individuals have equal opportunities to thrive and succeed. This sense of belonging is crucial in promoting positive student outcomes and attainment. When students see themselves reflected in the curriculum and their cultures and perspectives are recognised and valued, it enhances their engagement, motivation, and overall academic experience.

We have allocated resources to support the vital work of a dedicated Decolonising Research Fellow. This Decolonising Research Fellow collaborates closely with students, schools, Deans, and senior leaders to explore and comprehend the profound impacts of racism. Their role extends beyond a mere focus on altering reading lists; they actively equip our staff with the necessary knowledge, tools, and understanding to decolonise the curriculum effectively. This multifaceted approach involves critically examining and challenging existing structures and practices to foster a truly inclusive and diverse learning environment.

While it is essential to acknowledge that measuring the impact of decolonising work may not yield immediate results, it is a strong foundation for creating a more inclusive and equitable future. Decolonisation is a complex and ongoing process that requires continuous reflection, evaluation, and adaptation. The effects of this work may unfold gradually, as it involves challenging ingrained structures and mindsets. However, by committing ourselves to this journey, we are laying the groundwork for meaningful change and paving the way for a higher education system that celebrates diversity, dismantles systemic biases, and provides equal opportunities for all.

Student Mental Health and Well-being

Mental health and well-being are universal concerns that all student demographics are unaffected by characteristics, socioeconomic status, or academic background. It is important to recognise that an individual's mental health is influenced by a multitude of interconnected factors, such as societal and environmental elements,

personal thoughts and behaviours, past experiences, biological aspects, and the process of learning. Therefore, we are committed to adopting a comprehensive and holistic approach towards mental health, with the primary objective of creating a supportive and inclusive community wherein students are equipped with the necessary knowledge and skills to thrive. This endeavour forms a pivotal link with our Access and Participation efforts in ensuring that every student has access to Equality of opportunity by mitigating risks 8 or the EORR.

Commencing in September 2023, we embark on a transformative journey towards attaining the University Mental Health Charter. Over the course of the plan, we will undertake a comprehensive assessment of our internal practices and procedures, aligning them with the University Mental Health Charter Framework. This meticulous endeavour will entail diligent and collaborative efforts across LSBU as we harness our collective expertise and understanding across four pivotal domains; Learn, Support, Work and Live.

An indispensable aspect of our work lies in actively collaborating with students, fostering a co-created and co-designed approach to developing interventions that effectively address their concerns and alleviate the barriers they may encounter. Through meaningful engagement¹² and dialogue, we actively listen to the student's voice, valuing their lived experiences and perspectives. Our commitment to co-creation and co-design extends beyond mere consultation; it is an ongoing dialogue that seeks to incorporate student feedback into the very fabric of our interventions. By actively involving students in decision-making processes, we ensure that their needs are prioritised and that our initiatives align with their unique circumstances.

The University Mental Health Charter is an invaluable platform that unites our unwavering commitment to prioritising mental. Our approach at LSBU to achieving the University Mental Health Charter encompasses six distinct stages that guide our efforts to establish and maintain a comprehensive mental health framework.

Stage 1: Establishing Approach - To lay a solid foundation, we begin by assembling a dedicated team and forming a Steering Group. This collaborative Group works together to define the project's design and approach, ensuring a clear and effective path forward.

Stage 2: Exploring - Thorough research is essential, so we will conduct a comprehensive literature review and pool expertise from within the universities resource on what works around supporting LSBU students with mental health and well-being. This enables us to gather valuable insights and knowledge from existing academic and professional sources, informing our subsequent steps.

Stage 3: Research and Consultation - We value our students' and stakeholders' input and perspectives and therefore embark on a comprehensive research and consultation phase. This includes embarking on a consultation road trip to engage directly with various university communities, conducting online surveys to gather broader feedback, and hosting additional student focus groups to delve deeper into their experiences and needs.

Stage 4: Analysing and Verifying - We meticulously analyse the information with the data and feedback collected. Utilising robust methodologies, we employ data analysis techniques to extract meaningful insights. Furthermore, expert panels are convened to review and validate our findings, ensuring their accuracy and reliability.

Stage 5: Synthesising and Reviewing - In this stage, we synthesise the information gathered and establish the themes and principles of good practice. This synthesis is further strengthened through a peer review process, engaging experts and professionals in the field to provide critical feedback and guidance.

Stage 6: Disseminating Findings – We will report the impacts and findings of interventions detailed in the Charter to the Student Experience Committee annually.

By diligently following these six stages, we ensure a systematic and comprehensive approach to achieving the University Mental Health Charter at LSBU, fostering a supportive and thriving environments for all members of our university community.

¹² <https://s333320.pcdn.co/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students-2.pdf>

Furthermore, our dedication to delivering excellence compels us to continuously refine and enhance our interventions, ensuring they remain relevant and effective. In this pursuit, we firmly commit ourselves to develop a meticulous evaluation strategy, leveraging the expertise and guidance from Student Minds to craft an evaluation plan that is both effective and efficient.

Office for Students' Black Students Mental Health Project

National data highlights significant disadvantages for black students in higher education, particularly those with a mental health diagnosis¹³. The BSMHP was funded through the Office for Students' mental health funding competition. It began in 2020 and finished in June 2023. The project drove institutional change, ensuring early access to mental health support services, and promoting good mental wellbeing practices within the black community.

The Black Students Mental Health Project (BSMHP) has played a pivotal role in advancing our comprehension and enhancement of black mental health. Through this project, we have gained valuable insights into the challenges confronted by black students in higher education, which have directly influenced our intervention strategies. Notably, the project has also been a trailblazer in employing co-creation to cultivate proactive and preventative interventions tailored specifically for Black students, by Black students¹⁴.

The Disabled Student Commitment

We wholeheartedly embrace the principle of creating a learning environment of equal opportunity for every student, including those with disabilities. As part of our commitment, we pledge to actively engage with the work spearheaded by the Disabled Student Commission, ensuring that their insights and recommendations shape our practices and policies.

The recent UCAS Next Steps report for 2021 revealed a significant milestone, with a record-breaking 83,220 disabled students applying to higher education (HE). Notably, 80% of these applicants successfully secured a place at a university or college. This positive trend emphasises the growing recognition of the importance of inclusivity within the HE sectors.

At LSBU, we take pride in that disabled students make up 20% of our student body. This statistic underscores the significance of establishing strong partnerships and collaborative initiatives with our disabled students. Their valuable perspectives and lived experiences are essential in driving continuous improvements to enhance their overall educational journey.

Looking ahead, our unwavering commitment to communication, consistency, certainty, and choice for all our disabled students remains at the forefront of our agenda throughout the duration of our plan. By collaboratively engaging with disabled students, we embrace adopting and promoting the Disabled Student Commitment as a means to leverage external frameworks to evaluate and elevate our practices to new heights.

By embracing the principles of the Disabled Student Commitment, we strive to go beyond compliance and make meaningful strides towards a truly inclusive and transformative educational setting.

¹³ <https://www.good-thinking.uk/blog/why-culturally-competent-mental-health-support-is-vital-for-black-students-in-london>

¹⁴ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/co-creation-to-develop-culturally-competent-mental-health-support-for-students/>

Digital accessibility policy

As a university committed to promoting Equality and inclusivity, we have developed a Digital Inclusivity Policy that aligns with the principles of the Equality Act. This policy emphasises the importance of providing digital accessibility for all staff and students and ensuring that no student is disadvantaged due to disability or other barriers.

As part of our commitment to digital inclusivity, we have implemented Anthology Ally (previously Blackboard Ally), a powerful accessibility tool, across our institution. Anthology Ally enables us to enhance the accessibility of digital course materials, ensuring that they can be accessed and understood by all students, regardless of their individual needs or disabilities. By using Anthology Ally, we are taking proactive steps to eliminate barriers to learning and ensure that all students have equal access to educational resources.

Student consultation

At LSBU, we hold the student voice in high regard, recognising its pivotal role in shaping our decision-making processes, particularly when developing interventions. We firmly believe that our students' experiences, perspectives, and ideas are invaluable assets in creating an inclusive and impactful support system. To ensure their active involvement, we proactively sought insights submitted by students through the Personal Development Plans (PDPs), which provide a dependable representation of our student body. We conducted a rigorous thematic analysis to identify key areas where the university could enhance the student experience, and this analysis informed the development of our intervention strategies. Once these valuable insights were gathered, we engaged in constructive discussions with our colleagues from the Student Union, who serve as a vital conduit for representing the collective student voice. Furthermore, we have established a continuous dialogue with our SU, providing a platform for students to contribute their insights and influence the direction of our initiatives

The meaningful involvement of the Students' Union and our students as active partners in achieving the APP's aims is achieved through various effective mechanisms. This includes their representation and participation in important university committees, which serve as platforms for their valuable input and collaboration. Such committees are:

- [Student Experience Committee](#)
- [Quality and Standards Committee](#)
- [Research Committee](#)
- Equality, Diversity, and Inclusion Committee
- [Academic Board](#)

We have also established robust feedback loops that facilitate continuous communication between the university and the student body, ensuring that their voices are heard, concerns are addressed, and ideas are considered. Furthermore, the National Student Survey (NSS) survey data plays a crucial role in informing our decision-making process, providing valuable insights into student satisfaction and areas for improvement and co-designing and co-delivering intervention strategies. By engaging students through these multifaceted channels, we foster a culture of partnership and collaboration, driving the ongoing enhancement of our support services and initiatives. For comprehensive insights into the impact of the student voice and its influence on the creation of this plan from the student body perspective, we invite you to refer to the LSBU Student Submission accompanying this document.

Monitoring and evaluation of the plan

The strategic direction of the Access and Participation Plan (APP) is the responsibility of the Pro Vice-Chancellor Education and Student Experience and is an underpinning element of the University's Education Strategy.

The PVC Education and Student Experience is a member of the University Management Board, which is responsible for agreeing on the APP's content. While the strategic direction is set by the PVC Education and Student Experience, the day-to-day operational aspects, including drafting, implementation, and monitoring of performance against APP targets, are entrusted to Access and Participation Programme Manager, who reports

progress on targets to the Student Experience Committee. The Access and Participation Programme Manager collaborates with the Student Union, Deans and Associate Deans for Education and Student Experience, Directors of Professional Services teams, the EDI committee, the Outreach team, and the Centre for Research in Teaching (CRIT). By encompassing the collective expertise and dedication of these diverse sections, we ensure comprehensive consultation and collaboration, facilitating the effective delivery of the APP. Through our joint efforts, we aim to provide students with Equality of opportunity.

Evaluation Strategy

In order to elevate the evaluation of interventions university-wide, the Centre for Research Informed Teaching will collaborate with the Access and Participation Programme Manager and an Impact and Evaluation Officer. Together, their collective expertise will be harnessed to develop a comprehensive LSBU Group Evaluation Framework. This strategic initiative aims to enhance the institutions different groups and department's ability to effectively assess and measure the impact of various interventions implemented across different groups and departments. Furthermore, to accompany the framework, many resources will be dedicated to training academic and professional colleagues in delivering interventions using OfS standards for evaluation with the ambition to identify possible projects for type 3 analysis in order to evidence the causality of our interventions, with the final results of any longitudinal studies produced by 2027-28.

Building on from the previous APP 2020-21-2024-25, our institution remains committed to providing funding for What Works initiatives that extend beyond the plan's scope. As part of this ongoing commitment, staff members will have the opportunity to submit investment proposals. In line with our dedication to excellence, it is expected that colleagues will develop a comprehensive logic model or Theory of Change template and clearly articulate their evaluation plan, of which they will be able to access support in developing the logic model through the LSBU Group Evaluation Framework or sessions with CRIT. The quality of these submissions will be a core determinant in assessing the success criteria for the bids.

Provision of information to students

We prioritise reliable information sharing to empower students to make informed decisions. To achieve this, we will continue to provide UCAS and the Student Loan Company and relevant third parties with all necessary updates. By doing so, we ensure that students have access to the most up-to-date and accurate information they need. We strive to present information in clear and easily understandable formats, catering to various accessibility needs. This information covers the following:

- Our academic courses, their structure (including placements, internship options and assessment methods), entry requirements and assessments.
- Tuition fees for full-time and part-time courses.
- All financial support – We will always publish eligibility for scholarships.¹⁵, hardships fund, bursaries¹⁶, or other monetary awards.

Prospective students receive timely updates on tuition fees and available financial support during in-person events, including open days, and through email communications leading up to the enrolment process. For current students, we ensure seamless access to fee and financial support information through internal communication campaigns, emails, the 'My Account' student portal, and personalised assistance from our dedicated Student Advice team. Our comprehensive support includes financial guidance on money

¹⁵ For more information on our scholarships, please visit: https://www.lsbu.ac.uk/study/undergraduate/fees-and-funding/scholarships?gclid=Cj0KCQjw7aqkBhDPArisAKGa0oKhW6XyvY6ozK9MIm1zZwBXc73goRVj5QZuZw8Gu7X2qjriMav55bQaApWfEALw_wcB

¹⁶ For more information on our bursaries and hardship fund, please visit: <https://www.lsbu.ac.uk/student-life/our-campus/southwark/cost-of-living>

management, budgeting, student finance entitlement, maximising income, understanding the financial implications of changing study, welfare benefits, referrals to specialist debt advice, and guidance on university hardship funds and bursaries. Additionally, our Disability and Dyslexia Support team offers pre-enrolment and ongoing assistance to students with specific needs, providing information on the Disabled Students' Allowance and other relevant support services.

Bursaries

Our commitment to fostering a supportive environment extends to care leaver and estranged students through our financial support bursaries. Eligible individuals stand to receive £1000 annually throughout the duration of their academic journey.

In alignment with the effective practices recommended by the Unite Foundation, we have designed our payment structure to consist of two instalments of £500 each, disbursed in November and February. This approach is aimed at enhancing the student money management and transition into the workforce after the term concludes.

Care Leaver Bursary

We offer support for care leaver, where students will be eligible for £1000 per year for the duration of the course. Eligible students are invited via their LSBU email to apply towards the end of October of each academic year.

Eligibility criteria – Students must meet the following eligibility criteria:

- Home students
- Aged under 25 at the start of your course
- If an undergraduate student, you have applied for your full student support entitlement from SLC or NHS bursaries

Estranged student award

LSBU has signed the Stand Alone pledge as a commitment to improve services for our estranged student community. Eligible students can access £1000.

An estranged person is someone who no longer has contact with their parents or legal guardians, due to a permanent breakdown in their relationship.

Eligibility criteria – Students must meet the following eligibility criteria:

- Home student
- Under 25 at the start of each academic year
- Fully enrolled on a course at LSBU that does not attract apprenticeship funding (FT/UG)
- Verified by Student Finance England

We also publish historical and current Access and Participation Plans on our website.

Annex A: Assessment of performance

Our initial performance assessment involved conducting a thorough data analysis of the Access and Participation Data Dashboard. This analysis allowed us to identify statistically significant gaps at 99.7% confidence level throughout LSBU's Access, Continuation, Completion, Attainment, and Progression. The gaps were used to tunnel vision deeper exploration of internal data to contextualise and gain a comprehensive understanding of the underlying factors contributing to these gaps.

Our approach to identifying gaps involved quantifying the percentage point difference between indicators calculated for distinct demographic groups. This method enables us to assess and comprehend the disparities in outcomes between different groups of the student population. Further, by quantifying these gaps, we gain valuable insights into the areas where inequities exist and can focus our efforts on developing targeted strategies to address and mitigate them effectively.

We have exclusively focused on gaps that exhibit a probability of less than 0.3% of occurring due to random chance, thereby meeting the 99.7% confidence interval for both 4-year and 2-year timeframes.

To ensure that our APP targets and efforts are directed towards addressing the gaps that have the most significant influence on a larger population of students, we have employed an Impact rating calculation. This impact rating serves as a key determinant for prioritising the gaps that require immediate attention. To calculate the Impact rating, we multiplied the absolute gap (irrespective of its positive or negative value) by the larger denominator among the two split indicators being compared. This computation provides us with a meaningful indicator of the magnitude of the disparity and helps guide our strategic decision-making process. Table A1, A2, A3, A4, A5, A6 and A7 illustrate gaps present.

Furthermore, to gauge progress and determine whether the situation has improved or declined over the last four years, we utilise two-year aggregate data as a comparative measure. This allows us to identify positive, negative, or neutral trends in the relevant metrics. By juxtaposing the current data against the preceding two-year period, we can discern the direction and magnitude of change, providing valuable insights into the effectiveness of our current efforts and initiatives, and scope to build.

Following the identification of significant gaps, we proceeded with a comprehensive analysis of internal quantitative and qualitative data. We leveraged student insights gathers through surveys, assessments, and statistical analysis, to provide a more objective and measurable understanding of the issue at hand. The quantitative analysis enabled us to identify patterns, trends, and statistical relationships related to student engagement, crucial in identifying disparities and formulating targeted interventions.

Through this comprehensive examination of both qualitative and quantitative data, we have reached the conclusion that Barriers to Student Engagement deserve recognition and to be included as part of the Equality of Opportunity Risk Register.

Why TUNDRA and ABCS do not work for LSBU

It is important to note that while TUNDRA and ABCS metrics can be used to explore inequality of outcome and experience to higher education for institutions with a student body that reflects the sample population used in such metrics, we demonstrate why such metrics are inappropriate for diverse London institutions such as LSBU.

Four-year aggregate data from the Size and Shape Dashboard provides confirmation that 63.8% of full-time undergraduate qualifier students resided within LSBUs local vicinity prior to their enrolment. Considering that TUNDRA Quintile 1 and 2 represent a mere 1.3% and 5.3% of the total postcodes in London, respectively, in contrast to the national distribution of 23.9% and 32.8% for Quintile 1 and 2 postcodes across England, it is inevitable that disparities will arise between regions with the lowest and highest levels of participation at LSBU.

Therefore, gaps that arise between TUNDRA quintiles are not considered as areas of concern particularly in Access.

Furthermore, while it is appreciated that ABCS may provide an understanding of student outcomes, based on intersectionality's between different characteristics, it is crucial to recognise that the modelling approach employed in ABCS is based on a population where white students constitute the ethnic majority. Considering that at LSBU, white students form the ethnic minority, it is inevitable that gaps will emerge. The suggestion of recruiting more white students solely to align with the model is neither justifiable nor appropriate. Consequently, we do not regard gaps in ABCS metrics as significant areas of concern at LSBU.

Data Tables

The following tables illustrate the gaps for Access, Continuation, Completion, Attainment and Progression at the 99.7% confidence interval for both 4-year and 2-year timeframes. Please note that if the gaps are significant over one of the 4-year or 2-year time periods but not the other, the non-significant results have also been included for comparison, but these are highlighted in light grey in the data tables and 'NON SIG' is shown in the Impact rating column.

The following tables include columns that provide identification for the following categories:

Level of study	All UG, First Degree, Other UG or UG with PG component
Mode of study	Full-time, Part-time, Apprenticeship
No. of split indicator types	One or two
Split indicator 1	The student grouping for which the first indicator is calculated
Split indicator 2	The student grouping for which the second indicator is calculated
Gap (% points):	The difference between split indicator 1 and split indicator 2
Impact rating:	The absolute gap (i.e., number regardless of whether it is positive or negative) multiplied by the largest denominator of the two split indicators being compared.
Gap summary:	A summary of which of the two split indicators used to calculate the gap is larger than the other.
Denom. 1:	The denominator of split indicator 1.
Denom. 2:	The denominator of split indicator 2.
4YR Gap vs. 2YR Gap:	The difference between the 4year and 2-year gaps. Red spots indicate a widening of the gap, white represents no change, and green represents a closing of the gap.

Access Data Gaps

As mentioned earlier, we have not considered ABCS and Tundra gaps as a priority in our analysis. While there seems to be a significant gap in Polar 4, this metric holds little concern, particularly considering the substantial disparity in the proportion of quintile 1 areas within London. In London, there are relatively few areas with low levels of participation, with approximately 45 percent of local areas classified as quintile 5 compared to just 1.3 percent classified as quintile 1¹⁷. Consequently, only 13 MSOAs in London fall under the quintile 1 classification. Considering LSBU's focus on recruiting local students, it is highly probable that any existing gaps in POLAR 4 quintiles align with this pattern. Therefore, we do not perceive gaps in POLAR 4 as an area that requires immediate concern.

In relation to IMD gaps, our observed disparities contrast with the prevailing trend in the sector. At LSBU, students from IMD Quintile 1 demonstrate a higher likelihood of accessing higher education (All UG, Full-time) compared to their counterparts from Quintile 5. In other words, our data reveals an inverse pattern where students from lower IMD quintiles exhibit higher rates of HE Access at our institution. Conversely, the situation is different for part-time students. However, upon examining the 2-year aggregates, the observed gaps are non-significant, indicating that there are no areas of concern in this regard.

Level of study	Mode	Last 4 years aggregate					Last 2 years aggregate					4YR Gap vs. 2YR Gap	
		Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2	Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2		
All UG	Full-time	-17		IMDQ1 > IMDQ5	13840	13840	-16		IMDQ1 > IMDQ5	7080	7080		-1
All UG	Full-time	+22		POLAR4Q5 > POLAR4Q1	7970	7970	+22		POLAR4Q5 > POLAR4Q1	4280	4280		0
All UG	Part-time	+6		IMDQ5 > IMDQ1	890	890	+7	NOT SIG	IMDQ5 > IMDQ1	250	250		+1
All UG	Part-time	+27		POLAR4Q5 > POLAR4Q1	200	200	+16	NOT SIG	POLAR4Q5 > POLAR4Q1	50	50		-11
All UG	Apprenticeship	+13		IMDQ5 > IMDQ1	2310	2310	+15		IMDQ5 > IMDQ1	1120	1120		+2
All UG	Apprenticeship	+28		POLAR4Q5 > POLAR4Q1	1020	1020	+28		POLAR4Q5 > POLAR4Q1	540	540		0
First degree	Full-time	-17		IMDQ1 > IMDQ5	13450	13450	-16		IMDQ1 > IMDQ5	6880	6880		-1
First degree	Full-time	+22		POLAR4Q5 > POLAR4Q1	7730	7730	+22		POLAR4Q5 > POLAR4Q1	4150	4150		0
First degree	Part-time	+26		POLAR4Q5 > POLAR4Q1	100	100	+14	NOT SIG	POLAR4Q5 > POLAR4Q1	30	30		-12
Other UG	Full-time	+18		POLAR4Q5 > POLAR4Q1	110	110	+2	NOT SIG	POLAR4Q5 > POLAR4Q1	50	50		-16
Other UG	Part-time	+9		IMDQ5 > IMDQ1	350	350	+10	NOT SIG	IMDQ5 > IMDQ1	70	70		+1
Other UG	Part-time	+28		POLAR4Q5 > POLAR4Q1	100	100							-
UG with PG comp	Full-time	+18		POLAR4Q5 > POLAR4Q1	130	130	+12	NOT SIG	POLAR4Q5 > POLAR4Q1	80	80		-6

Table A1. Access Data Gaps

¹⁷ <https://webarchive.nationalarchives.gov.uk/ukgwa/20180322111559/http://www.hefce.ac.uk/pubs/year/2017/201729/>

On Course Gaps

Table A2. On course - Continuation gaps

Data was taken from the OfS Access and Participation data dashboard individualised files. The table only shows significant gaps at 97% confidence levels.

Data is split into four year and two-year aggregates.

Level	Mode	Last 4 years aggregate				Last 2 years aggregate				4YR Gap vs. 2YR Gap			
		Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2	Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)		Denom. 1	Denom. 2	
All UG	Full-time	+5		Young_Under21 > Age21_25	7010	2390	+3		Young_Under21 > Age21_25	3970	1250		-2
All UG	Full-time	-4		Female > Male	5210	7540	-5		Female > Male	2860	4220		+1
All UG	Full-time	-5		IMDQ12_Female > IMDQ12_Male	3130	4610	-6		IMDQ12_Female > IMDQ12_Male	1760	2590		+1
All UG	Full-time	+2		IMDQ2345 > IMDQ1	9470	3160	+1	NOT SIG	IMDQ2345 > IMDQ1	5240	1790		-1
All UG	Full-time	-6		IMDQ345_Female > IMDQ12_Male	3130	2870	-6		IMDQ345_Female > IMDQ12_Male	1760	1600		0
All UG	Full-time	-7		Age41_50 > Age21_25	2390	890	-7		Age41_50 > Age21_25	1250	540		0
All UG	Full-time	-7		Age31_40 > Age21_25	2390	1390	-5		Age31_40 > Age21_25	1250	730		-2
All UG	Full-time	+4		IMDQ5 > IMDQ1	1000	3160	+2	NOT SIG	IMDQ5 > IMDQ1	530	1790		-2
All UG	Full-time	+3		NotEligibleForFSM > EligibleForFSM	3750	2300	+3		NotEligibleForFSM > EligibleForFSM	2120	1300		0
All UG	Full-time	-4		Age26_30 > Age21_25	2390	870	-2	NOT SIG	Age26_30 > Age21_25	1250	460		-2
All UG	Full-time	-3		IMDQ345_Female > IMDQ345_Male	2010	2870	-4	NOT SIG	IMDQ345_Female > IMDQ345_Male	1080	1600		+1
All UG	Part-time	+13		AMOW > Black	1430	230	+12	NOT SIG	AMOW > Black	530	80		-1
All UG	Part-time	+14		White > Black	1200	230	+13	NOT SIG	White > Black	450	80		-1
All UG	Part-time	+26		Age21_25 > Age51andOver	510	50							-
All UG	Part-time	+29		Young_Under21 > Age51andOver	400	50							-
All UG	Part-time	+9		White > ABMO	1200	460	+11		White > ABMO	450	160		+2
All UG	Part-time	+12		IMDQ345_White > IMDQ12_ABMO	860	290	+12	NOT SIG	IMDQ345_White > IMDQ12_ABMO	330	110		0
All UG	Part-time	+24		Age26_30 > Age51andOver	280	50							-
All UG	Part-time	+26		Age41_50 > Age51andOver	160	50							-
All UG	Part-time	+11		IMDQ12_White > IMDQ12_ABMO	330	290	+11	NOT SIG	IMDQ12_White > IMDQ12_ABMO	110	110		0
All UG	Part-time	+10		IMDQ5 > IMDQ1	350	240	+10	NOT SIG	IMDQ5 > IMDQ1	130	90		0
All UG	Apprenticeship	+11		AMOW > Black	1330	280	+11	NOT SIG	AMOW > Black	730	100		0
All UG	Apprenticeship	-7		IMDQ5 > IMDQ1234	1330	460	-6		IMDQ5 > IMDQ1234	720	290		-1
All UG	Apprenticeship	+12		IMDQ345_Male > IMDQ12_Female	810	340	+11		IMDQ345_Male > IMDQ12_Female	510	140		-1
All UG	Apprenticeship	+8		Male > Female	1110	690	+10		Male > Female	690	320		+2
All UG	Apprenticeship	+11		White > Black	680	280	+9	NOT SIG	White > Black	220	100		-2
All UG	Apprenticeship	+10		Young_Under21 > Age31_40	720	210	+11	NOT SIG	Young_Under21 > Age31_40	440	90		+1
All UG	Apprenticeship	-13		Asian > Black	280	520	-13		Asian > Black	100	450		0
All UG	Apprenticeship	+12		Asian > Mixed	520	110	+7	NOT SIG	Asian > Mixed	450	60		-5
All UG	Apprenticeship	-6		Asian > BMOW	1090	520	-7		Asian > BMOW	380	450		+1
All UG	Apprenticeship	+6		Young_Under21 > Mature_Age21andOver	720	1070	+6		Young_Under21 > Mature_Age21andOver	440	560		0
All UG	Apprenticeship	+9		IMDQ5 > IMDQ2	460	420	+6	NOT SIG	IMDQ5 > IMDQ2	290	210		-3
All UG	Apprenticeship	+11		IMDQ12_Male > IMDQ12_Female	300	340	+13		IMDQ12_Male > IMDQ12_Female	170	140		+2
All UG	Apprenticeship	+7		IMDQ345_White > IMDQ12_ABMO	520	420	+2	NOT SIG	IMDQ345_White > IMDQ12_ABMO	160	210		-5
All UG	Apprenticeship	+7		IMDQ5 > IMDQ3	460	370	+8		IMDQ5 > IMDQ3	290	210		+1
First degree	Full-time	+5		Young_Under21 > Age21_25	6770	2300	+3	NOT SIG	Young_Under21 > Age21_25	3840	1220		-2
First degree	Full-time	-4		Female > Male	4960	7380	-5		Female > Male	2740	4150		+1
First degree	Full-time	+2		IMDQ2345 > IMDQ1	9140	3080	+1	NOT SIG	IMDQ2345 > IMDQ1	5090	1750		-1
First degree	Full-time	-5		IMDQ12_Female > IMDQ12_Male	2980	4520	-6		IMDQ12_Female > IMDQ12_Male	1680	2550		+1
First degree	Full-time	-6		IMDQ345_Female > IMDQ12_Male	2980	2800	-6		IMDQ345_Female > IMDQ12_Male	1680	1570		0
First degree	Full-time	-7		Age41_50 > Age21_25	2300	870	-8		Age41_50 > Age21_25	1220	540		+1
First degree	Full-time	-7		Age31_40 > Age21_25	2300	1350	-5		Age31_40 > Age21_25	1220	720		-2
First degree	Full-time	+4		IMDQ5 > IMDQ1	960	3080	+2	NOT SIG	IMDQ5 > IMDQ1	510	1750		-2
First degree	Full-time	+3		NotEligibleForFSM > EligibleForFSM	3620	2220	+4		NotEligibleForFSM > EligibleForFSM	2050	1260		+1
First degree	Full-time	-4		Age26_30 > Age21_25	2300	840	-2	NOT SIG	Age26_30 > Age21_25	1220	450		-2
First degree	Full-time	-2		Asian > Black	4100	2500	-2	NOT SIG	Asian > Black	2340	1380		0
First degree	Full-time	-3		IMDQ345_Female > IMDQ345_Male	1910	2800	-4	NOT SIG	IMDQ345_Female > IMDQ345_Male	1030	1570		+1
First degree	Part-time	+11		White > ABMO	580	230	+17		White > ABMO	240	100		+6
First degree	Part-time	+14		IMDQ345_White > IMDQ12_ABMO	430	150	+18	NOT SIG	IMDQ345_White > IMDQ12_ABMO	180	60		+4
First degree	Part-time	+14		IMDQ12_White > IMDQ12_ABMO	150	150	+18	NOT SIG	IMDQ12_White > IMDQ12_ABMO	60	60		+4
Other UG	Part-time	+16		AMOW > Black	730	100	+13	NOT SIG	AMOW > Black	240	30		-3
Other UG	Part-time	+16		White > Black	610	100	+12	NOT SIG	White > Black	210	30		-4
Other UG	Part-time	-17		Asian > Black	100	80							-

Table A3: On course data gap – Completion

Data was taken from the OfS Access and Participation data dashboard individualised files. The table only shows significant gaps at 97% confidence levels.

Data is split into four year and two-year aggregates.

Level	Mode of study	Last 4 years aggregate				Last 2 years aggregate				4YR Gap vs. 2YR		
		Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2	Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)		Denom. 1	Denom. 2
All UG	Full-time	+10	■	NoKnownDisabilityType > MentalHealth	9490	260	+9	NOT SIG	NoKnownDisabilityType > MentalHealth	4540	150	● -1
All UG	Full-time	-12	■	Female > Male	4550	6670	-12	■	Female > Male	2180	3190	○ 0
All UG	Full-time	+12	■	Young_Under21 > Age51andOver	5650	170	+16	NOT SIG	Young_Under21 > Age51andOver	2770	70	● +4
All UG	Full-time	+6	■	ABOW > Mixed	10380	690	+4	NOT SIG	ABOW > Mixed	4960	340	● -2
All UG	Full-time	-6	■	IMDQ5 > IMDQ1234	10010	1070	-7	■	IMDQ5 > IMDQ1234	4800	510	● +1
All UG	Full-time	-14	■	IMDQ12_Female > IMDQ12_Male	2670	3800	-15	■	IMDQ12_Female > IMDQ12_Male	1270	1850	● +1
All UG	Full-time	-16	■	IMDQ345_Female > IMDQ12_Male	2670	2780	-16	■	IMDQ345_Female > IMDQ12_Male	1270	1300	○ 0
All UG	Full-time	+7	■	Young_Under21 > Age21_25	5650	2310	+5	■	Young_Under21 > Age21_25	2770	1130	● -2
All UG	Full-time	-4	■	CognitiveAndLearning > NoKnownDisability	9490	940	-3	NOT SIG	CognitiveAndLearning > NoKnownDisability	4540	440	● -1
All UG	Full-time	+5	■	AMOW > Black	7610	3460	+6	■	AMOW > Black	3630	1670	● +1
All UG	Full-time	+5	■	White > ABMO	4180	6890	+7	■	White > ABMO	1950	3350	● +2
All UG	Full-time	+8	■	White > Mixed	4180	690	+8	■	White > Mixed	1950	340	○ 0
All UG	Full-time	+7	■	IMDQ345_White > IMDQ12_ABMO	2460	4780	+8	■	IMDQ345_White > IMDQ12_ABMO	1150	2340	● +1
All UG	Full-time	-13	■	POLAR4Q345_Female > POLAR4Q345_Male	2010	2630	-15	■	POLAR4Q345_Female > POLAR4Q345_Male	980	1310	● +2
All UG	Full-time	-6	■	Age31_40 > Young_Under21	5650	1340	-6	■	Age31_40 > Young_Under21	2770	630	○ 0
All UG	Full-time	-12	■	Age31_40 > Age21_25	2310	1340	-11	■	Age31_40 > Age21_25	1130	630	● -1
All UG	Full-time	-7	■	IMDQ12_Female > IMDQ345_Male	1820	3800	-8	■	IMDQ12_Female > IMDQ345_Male	870	1850	● +1
All UG	Full-time	+7	■	White > Black	4180	3460	+8	■	White > Black	1950	1670	● +1
All UG	Full-time	-13	■	POLAR4Q12_Female > POLAR4Q345_Male	2010	600	-13	■	POLAR4Q12_Female > POLAR4Q345_Male	980	270	○ 0
All UG	Full-time	-5	■	POLAR4Q2 > POLAR4Q1345	5060	580	-5	NOT SIG	POLAR4Q2 > POLAR4Q1345	2490	280	○ 0
All UG	Full-time	+4	■	IMDQ3_5 > IMDQ1_2	4600	6470	+4	■	IMDQ3_5 > IMDQ1_2	2180	3130	○ 0
All UG	Full-time	+9	■	IMDQ345_Female > IMDQ345_Male	1820	2780	-9	■	IMDQ345_Female > IMDQ345_Male	870	1300	○ 0
All UG	Full-time	-6	■	IMDQ5 > IMDQ2	1070	3860	+7	■	IMDQ5 > IMDQ2	510	1880	● +1
All UG	Full-time	+3	■	IMDQ2345 > IMDQ1	8460	2610	+4	NOT SIG	IMDQ2345 > IMDQ1	4050	1250	● +1
All UG	Full-time	+17	■	Age31_40 > Age51andOver	1340	170	+22	■	Age31_40 > Age51andOver	630	70	● +5
All UG	Full-time	-9	■	Age41_50 > Age21_25	2310	720	-10	■	Age41_50 > Age21_25	1130	340	● +1
All UG	Full-time	+7	■	POLAR4Q12_ABMO > POLAR4Q345_ABMO	350	2890	+4	NOT SIG	POLAR4Q12_ABMO > POLAR4Q345_ABMO	150	1430	● -3
All UG	Full-time	-9	■	Age26_30 > Age21_25	2310	1030	-8	■	Age26_30 > Age21_25	1130	440	● -1
All UG	Full-time	+7	■	IMDQ5 > IMDQ1	1070	2610	+9	■	IMDQ5 > IMDQ1	510	1250	● +2
All UG	Full-time	-7	■	IMDQ345_Male > IMDQ12_Male	2670	1820	-7	■	IMDQ345_Male > IMDQ12_Male	1270	870	○ 0
All UG	Full-time	+4	■	IMDQ12_White > IMDQ12_ABMO	1600	4780	+6	■	IMDQ12_White > IMDQ12_ABMO	750	2340	● +2
All UG	Full-time	-6	■	POLAR4Q345_Female > POLAR4Q12_Male	390	2630	-8	NOT SIG	POLAR4Q345_Female > POLAR4Q12_Male	200	1310	● +2
All UG	Full-time	+5	■	NotEligibleForFSM > EligibleForFSM	3020	1820	+6	■	NotEligibleForFSM > EligibleForFSM	1490	880	● +1
All UG	Full-time	-4	■	Asian > Black	3460	2230	-4	NOT SIG	Asian > Black	1670	1090	○ 0
All UG	Full-time	+14	■	Age26_30 > Age51andOver	1030	170	+19	■	Age26_30 > Age51andOver	440	70	● +5
All UG	Full-time	+6	■	Asian > Mixed	2230	690	+5	NOT SIG	Asian > Mixed	1090	340	● -1
All UG	Full-time	+4	■	IMDQ4 > IMDQ2	1340	3860	+2	NOT SIG	IMDQ4 > IMDQ2	610	1880	● -2
All UG	Full-time	+5	■	POLAR4Q345_White > POLAR4Q345_ABMO	1720	2890	+6	■	POLAR4Q345_White > POLAR4Q345_ABMO	840	1430	● +1
All UG	Full-time	+5	■	IMDQ345_White > IMDQ345_ABMO	2460	2070	+6	■	IMDQ345_White > IMDQ345_ABMO	1150	1000	● +1
All UG	Full-time	+5	■	IMDQ4 > IMDQ1	1340	2610	+4	NOT SIG	IMDQ4 > IMDQ1	610	1250	● -1
All UG	Full-time	-6	■	POLAR4Q2 > POLAR4Q4	1930	580	-5	NOT SIG	POLAR4Q2 > POLAR4Q4	960	280	● -1
All UG	Full-time	+14	■	Age41_50 > Age51andOver	720	170	+20	■	Age41_50 > Age51andOver	340	70	● +6
All UG	Full-time	+4	■	IMDQ5 > IMDQ3	1070	2200	+6	■	IMDQ5 > IMDQ3	510	1060	● +2
All UG	Full-time	-4	■	IMDQ345_White > IMDQ12_White	1600	2460	-2	NOT SIG	IMDQ345_White > IMDQ12_White	750	1150	● -2
All UG	Full-time	-7	■	POLAR4Q12_Female > POLAR4Q12_Male	390	600	-6	NOT SIG	POLAR4Q12_Female > POLAR4Q12_Male	200	270	● -1
All UG	Part-time	+17	■	White > Mixed	1440	90	+14	NOT SIG	White > Mixed	750	60	● -3
All UG	Part-time	+12	■	BMOW > Asian	1950	180	+5	NOT SIG	BMOW > Asian	1000	80	● -7
All UG	Part-time	+15	■	White > Asian	1440	180	+8	NOT SIG	White > Asian	750	80	● -7
All UG	Part-time	+13	■	White > ABMO	1440	680	+11	■	White > ABMO	750	330	● -2
All UG	Part-time	+16	■	IMDQ345_White > IMDQ12_ABMO	1020	450	+12	■	IMDQ345_White > IMDQ12_ABMO	530	220	● -4
All UG	Part-time	+11	■	White > Black	1440	380	+11	■	White > Black	750	170	○ 0
All UG	Part-time	+8	■	AMOW > Black	1740	380	+10	NOT SIG	AMOW > Black	910	170	● +2
All UG	Part-time	-8	■	IMDQ4 > IMDQ1235	1790	390	-2	NOT SIG	IMDQ4 > IMDQ1235	890	220	● -6
All UG	Part-time	+12	■	IMDQ345_White > IMDQ345_ABMO	1020	230	+11	NOT SIG	IMDQ345_White > IMDQ345_ABMO	530	120	● -1
All UG	Part-time	-6	■	IMDQ5 > IMDQ1234	1730	440	-5	NOT SIG	IMDQ5 > IMDQ1234	890	220	● -1
All UG	Part-time	+8	■	IMDQ3_5 > IMDQ1_2	1280	890	+6	NOT SIG	IMDQ3_5 > IMDQ1_2	660	450	● -2
All UG	Part-time	-11	■	IMDQ345_Male > IMDQ12_Male	530	900	-11	■	IMDQ345_Male > IMDQ12_Male	270	470	○ 0
All UG	Part-time	+10	■	IMDQ4 > IMDQ2	390	600	+6	NOT SIG	IMDQ4 > IMDQ2	220	300	● -4
All UG	Part-time	-11	■	IMDQ345_Female > IMDQ12_Male	530	380	-15	■	IMDQ345_Female > IMDQ12_Male	270	200	● +4
All UG	Part-time	+9	■	IMDQ5 > IMDQ2	440	600	+8	NOT SIG	IMDQ5 > IMDQ2	220	300	● -1
All UG	Part-time	+11	■	IMDQ12_White > IMDQ12_ABMO	410	450	+8	NOT SIG	IMDQ12_White > IMDQ12_ABMO	220	220	○ -3
All UG	Part-time	+11	■	IMDQ5 > IMDQ1	440	300	+7	NOT SIG	IMDQ5 > IMDQ1	220	150	● -4
All UG	Part-time	+13	■	IMDQ4 > IMDQ1	390	300	+4	NOT SIG	IMDQ4 > IMDQ1	220	150	● -9
All UG	Part-time	-7	NOT SIG	IMDQ12_Female > IMDQ12_Male	530	360	-15	■	IMDQ12_Female > IMDQ12_Male	270	180	● +8
All UG	Part-time	-2	NOT SIG	Female > Male	1440	740	-8	■	Female > Male	740	370	● +6
All UG	Apprenticeship	-12	■	IMDQ5 > IMDQ1234	230	60	-12	■	IMDQ5 > IMDQ1234	230	60	○ 0
All UG	Apprenticeship	+13	■	Young_Under21 > Mature_Age21andOver	110	180	+13	■	Young_Under21 > Mature_Age21andOver	110	180	○ 0
All UG	Apprenticeship	+14	■	White > ABMO	160	120	+14	■	White > ABMO	160	120	○ 0

Table A4: On course gap – Attainment Full time UG students

Level	Mode of study	Last 4 years aggregate					Last 2 years aggregate					4YR Gap vs. 2YR Gap
		Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2	Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2	
All UG	Full-time	+11		ABMW > Other	7320	380	+7	NOT SIG	ABMW > Other	3680	210	
All UG	Full-time	+15		White > ABMO	2770	4920	+15		White > ABMO	1290	2600	
All UG	Full-time	+14		AMOW > Black	5220	2480	+15		AMOW > Black	2570	1320	
All UG	Full-time	-9		IMDQ5 > IMDQ1234	7040	770	-9		IMDQ5 > IMDQ1234	3630	350	
All UG	Full-time	+18		IMDQ345_White > IMDQ12_ABMO	1650	3370	+19		IMDQ345_White > IMDQ12_ABMO	750	1780	
All UG	Full-time	+20		White > Other	2770	380	+16		White > Other	1290	210	
All UG	Full-time	+19		White > Black	2770	2480	+20		White > Black	1290	1320	
All UG	Full-time	+14		IMDQ12_White > IMDQ12_ABMO	1060	3370	+14		IMDQ12_White > IMDQ12_ABMO	510	1780	
All UG	Full-time	-6		IMDQ4 > IMDQ1235	6890	920	-4	NOT SIG	IMDQ4 > IMDQ1235	3520	460	
All UG	Full-time	+7		IMDQ2345 > IMDQ1	6010	1800	+5		IMDQ2345 > IMDQ1	3040	930	
All UG	Full-time	+8		IMDQ3_5 > IMDQ1_2	3250	4560	+8		IMDQ3_5 > IMDQ1_2	1610	2370	
All UG	Full-time	+9		Young_Under21 > Age41_50	4000	630	+8		Young_Under21 > Age41_50	2080	350	
All UG	Full-time	+11		IMDQ5 > IMDQ2	770	2760	+11		IMDQ5 > IMDQ2	350	1440	
All UG	Full-time	+14		POLAR4Q345_White > POLAR4Q345_ABMO	1210	2030	+14		POLAR4Q345_White > POLAR4Q345_ABMO	600	1100	
All UG	Full-time	+10		White > Asian	2770	1590	+10		White > Asian	1290	820	
All UG	Full-time	+14		POLAR4Q12_White > POLAR4Q345_ABMO	430	2030	+13		POLAR4Q12_White > POLAR4Q345_ABMO	190	1100	
All UG	Full-time	-10		Mixed > Black	2480	470	-11		Mixed > Black	1320	260	
All UG	Full-time	+9		IMDQ345_Male > IMDQ12_Female	1210	2960	+11		IMDQ345_Male > IMDQ12_Female	600	1510	
All UG	Full-time	+9		White > Mixed	2770	470	+8		White > Mixed	1290	260	
All UG	Full-time	+14		IMDQ5 > IMDQ1	770	1800	+13		IMDQ5 > IMDQ1	350	930	
All UG	Full-time	+15		IMDQ345_White > IMDQ345_ABMO	1650	1520	+14		IMDQ345_White > IMDQ345_ABMO	750	810	
All UG	Full-time	-9		Asian > Black	2480	1590	-10		Asian > Black	1320	820	
All UG	Full-time	+19		POLAR4Q345_White > POLAR4Q12_ABMO	1210	240	+17		POLAR4Q345_White > POLAR4Q12_ABMO	600	140	
All UG	Full-time	+10		NotEligibleForFSM > EligibleForFSM	2210	1170	+12		NotEligibleForFSM > EligibleForFSM	1150	610	
All UG	Full-time	-7		IMDQ345_Female > IMDQ12_Female	2960	2030	-7		IMDQ345_Female > IMDQ12_Female	1510	1000	
All UG	Full-time	+8		IMDQ4 > IMDQ2	920	2760	+7		IMDQ4 > IMDQ2	460	1440	
All UG	Full-time	+11		IMDQ4 > IMDQ1	920	1800	+8		IMDQ4 > IMDQ1	460	930	
All UG	Full-time	+3		IMDQ1345 > IMDQ2	5050	2760	+5		IMDQ1345 > IMDQ2	2540	1440	
All UG	Full-time	-8		IMDQ345_Female > IMDQ12_Male	1600	2030	-7		IMDQ345_Female > IMDQ12_Male	860	1000	
All UG	Full-time	+10		Asian > Other	1590	380	+7	NOT SIG	Asian > Other	820	210	
All UG	Full-time	+10		IMDQ12_White > IMDQ345_ABMO	1060	1520	+10		IMDQ12_White > IMDQ345_ABMO	510	810	
All UG	Full-time	-9		IMDQ345_Male > IMDQ12_Male	1600	1210	-11		IMDQ345_Male > IMDQ12_Male	860	600	
All UG	Full-time	+6		POLAR4Q1235 > POLAR4Q4	2620	1370	+3	NOT SIG	POLAR4Q1235 > POLAR4Q4	1350	730	
All UG	Full-time	+8		IMDQ3 > IMDQ1	1550	1800	+8		IMDQ3 > IMDQ1	800	930	
All UG	Full-time	+4		Young_Under21 > Mature_Age21andOver	4000	3920	+3	NOT SIG	Young_Under21 > Mature_Age21andOver	2080	1940	
All UG	Full-time	+5		IMDQ3 > IMDQ2	1550	2760	+7		IMDQ3 > IMDQ2	800	1440	
All UG	Full-time	+6		IMDQ5 > IMDQ3	770	1550	+4	NOT SIG	IMDQ5 > IMDQ3	350	800	
All UG	Full-time	-6		POLAR4Q3 > POLAR4Q4	1370	800	-4	NOT SIG	POLAR4Q3 > POLAR4Q4	730	420	
All UG	Full-time	+6		POLAR4Q5 > POLAR4Q4	1150	1370	+3	NOT SIG	POLAR4Q5 > POLAR4Q4	600	730	
All UG	Full-time	+18		POLAR4Q12_White > POLAR4Q12_ABMO	430	240	+16		POLAR4Q12_White > POLAR4Q12_ABMO	190	140	
All UG	Full-time	+9		Age26_30 > Age41_50	630	630	+10	NOT SIG	Age26_30 > Age41_50	280	350	
All UG	Full-time	+11		Mixed > Other	470	380	+8	NOT SIG	Mixed > Other	260	210	
All UG	Full-time	-3	NOT SIG	IMDQ3 > IMDQ1245	6260	1550	-5		IMDQ3 > IMDQ1245	3170	800	

Table A5: On course attainment – Part time UG students

All UG	Part-time	+32		AMOW > Black	n	120	+29		AMOW > Black	320	40		-3
All UG	Part-time	+33		White > Black	680	120	+32		White > Black	280	40		-1
All UG	Part-time	+22		White > ABMO	680	220	+25		White > ABMO	280	80		+3
All UG	Part-time	+23		Male > Female	580	330	+23		Male > Female	250	130		0
All UG	Part-time	+34		IMDQ345_Male > IMDQ12_Female	400	150	+44		IMDQ345_Male > IMDQ12_Female	180	50		+10
All UG	Part-time	+25		IMDQ345_White > IMDQ12_ABMO	490	130	+34		IMDQ345_White > IMDQ12_ABMO	210	50		+9
All UG	Part-time	+15		IMDQ2345 > IMDQ1	810	100	+34		IMDQ2345 > IMDQ1	340	40		+19
All UG	Part-time	+15		Young_Under21 > Mature_Age21andOver	170	750	+13		Young_Under21 > Mature_Age21andOver	70	310		-2
All UG	Part-time	+19		IMDQ345_White > IMDQ345_ABMO	490	90	+17	NOT SIG	IMDQ345_White > IMDQ345_ABMO	210	40		-2
All UG	Part-time	+31		Age21_25 > Age41_50	300	100	+20	NOT SIG	Age21_25 > Age41_50	130	30		-11
All UG	Part-time	-9		IMDQ5 > IMDQ1234	700	220	-8	NOT SIG	IMDQ5 > IMDQ1234	280	100		-1
All UG	Part-time	+38		Young_Under21 > Age41_50	170	100	+26		Young_Under21 > Age41_50	70	30		-12
All UG	Part-time	+34		IMDQ12_Male > IMDQ12_Female	180	150	+40		IMDQ12_Male > IMDQ12_Female	70	50		+6
All UG	Part-time	+15		IMDQ345_Male > IMDQ345_Female	400	190	+9	NOT SIG	IMDQ345_Male > IMDQ345_Female	180	80		-6
All UG	Part-time	+10		IMDQ3_5 > IMDQ1_2	590	330	+18		IMDQ3_5 > IMDQ1_2	250	130		+8
All UG	Part-time	+28		Age26_30 > Age41_50	160	100	+10	NOT SIG	Age26_30 > Age41_50	60	30		-18
All UG	Part-time	+20		IMDQ5 > IMDQ1	220	100	+36		IMDQ5 > IMDQ1	100	40		+16
All UG	Part-time	+21		IMDQ12_White > IMDQ12_ABMO	190	130	+27		IMDQ12_White > IMDQ12_ABMO	70	50		+6
All UG	Part-time	-19		IMDQ345_Female > IMDQ12_Female	150	190	-34		IMDQ345_Female > IMDQ12_Female	50	80		+15
All UG	Part-time	+20		Age31_40 > Age41_50	180	100	+11	NOT SIG	Age31_40 > Age41_50	80	30		-9
All UG	Part-time	-29		Mixed > Black	120	30							-
All UG	Part-time	+11		Age21_25 > Age31_40	300	180	+9	NOT SIG	Age21_25 > Age31_40	130	80		-2
All UG	Part-time	+18		Young_Under21 > Age31_40	170	180	+15	NOT SIG	Young_Under21 > Age31_40	70	80		-3
All UG	Part-time	+16		IMDQ4 > IMDQ1	200	100	+37		IMDQ4 > IMDQ1	80	40		+21
All UG	Part-time	-26		Asian > Black	120	70	-12	NOT SIG	Asian > Black	40	30		-14
All UG	Part-time	+16		IMDQ12_White > IMDQ345_ABMO	190	90	+10	NOT SIG	IMDQ12_White > IMDQ345_ABMO	70	40		-6
All UG	Part-time	+15		IMDQ12_Male > IMDQ345_Female	180	190	+6	NOT SIG	IMDQ12_Male > IMDQ345_Female	70	80		-9
All UG	Part-time	+10		IMDQ5 > IMDQ2	220	230	+10	NOT SIG	IMDQ5 > IMDQ2	100	90		0
All UG	Part-time	+7		Young_Under21 > Age21_25	170	300	+6	NOT SIG	Young_Under21 > Age21_25	70	130		-1
All UG	Part-time	+9		Young_Under21 > Age26_30	170	160	+16	NOT SIG	Young_Under21 > Age26_30	70	60		+7
All UG	Part-time	+13	NOT SIG	IMDQ3 > IMDQ1	170	100	+37		IMDQ3 > IMDQ1	80	40		+24

Table A6: Progression of full-time students

The table depicts progression gaps for all UG students and First-degree students.

				Last 2 years aggregate				
Level	Mode of study	Split indicator 1	Split indicator 2	Gap (% points)	Impact rating	Gap summary (the split indicator that appears first is the one with the higher value of the two being compared)	Denom. 1	Denom. 2
All UG	Full-time	IMDQ1234	IMDQ5	-11		IMDQ5 > IMDQ1234	2050	240
All UG	Full-time	Young_Under21	Age26_30	-17		Age26_30 > Young_Under21	1110	200
All UG	Full-time	BMOW	Asian	+11		BMOW > Asian	1790	470
All UG	Full-time	White	ABMO	+9		White > ABMO	830	1430
All UG	Full-time	Young_Under21	Age31_40	-11		Age31_40 > Young_Under21	1110	330
All UG	Full-time	White	Asian	+14		White > Asian	830	470
All UG	Full-time	Young_Under21	Mature_Age21andOver	-8		Mature_Age21andOver > Young_Under21	1110	1210
All UG	Full-time	IMDQ345_White	IMDQ12_ABMO	+10		IMDQ345_White > IMDQ12_ABMO	500	980
All UG	Full-time	IMDQ5	IMDQ2	+12		IMDQ5 > IMDQ2	240	800
All UG	Full-time	Black	Asian	+9		Black > Asian	730	470
All UG	Full-time	Age21_25	Age26_30	-14		Age26_30 > Age21_25	450	200
All UG	Full-time	IMDQ5	IMDQ1	+11		IMDQ5 > IMDQ1	240	520
All UG	Full-time	Age26_30	Age51andOver	+27		Age26_30 > Age51andOver	200	40
All UG	Full-time	IMDQ5	IMDQ3	+12		IMDQ5 > IMDQ3	240	450
All UG	Full-time	IMDQ345_White	IMDQ345_ABMO	+9		IMDQ345_White > IMDQ345_ABMO	500	440
First degree	Full-time	IMDQ1234	IMDQ5	-10		IMDQ5 > IMDQ1234	1980	230
First degree	Full-time	BMOW	Asian	+11		BMOW > Asian	1730	450
First degree	Full-time	Young_Under21	Age26_30	-17		Age26_30 > Young_Under21	1070	190
First degree	Full-time	Young_Under21	Age31_40	-12		Age31_40 > Young_Under21	1070	310
First degree	Full-time	White	ABMO	+9		White > ABMO	810	1370
First degree	Full-time	White	Asian	+14		White > Asian	810	450
First degree	Full-time	Young_Under21	Mature_Age21andOver	-9		Mature_Age21andOver > Young_Under21	1070	1160
First degree	Full-time	IMDQ345_White	IMDQ12_ABMO	+10		IMDQ345_White > IMDQ12_ABMO	490	940
First degree	Full-time	IMDQ5	IMDQ2	+11		IMDQ5 > IMDQ2	230	760
First degree	Full-time	Black	Asian	+10		Black > Asian	700	450
First degree	Full-time	Age21_25	Age26_30	-13		Age26_30 > Age21_25	440	190
First degree	Full-time	Age26_30	Age51andOver	+26		Age26_30 > Age51andOver	190	40

Table A7: On course recurring disparities

The table illustrates the simultaneous existence of disparities throughout the student life cycle. This invaluable information played a pivotal role in discerning areas of substantial concern.

Moreover, it reveals persistent gaps across the life cycle between students hailing from the most and least deprived backgrounds.

Furthermore, the data highlights the presence of ethnic disparities, with particularly pronounced impacts on the outcomes of black students. Consistent with trends in the sector, students eligible for Free School Meals face significant disadvantages compared to their counterparts who are not eligible, resulting in underperformance across all stages of continuation, completion, and attainment.

Our primary objective was to address disparities that affect the majority of students. To achieve this, we delved into our internal data, aiming to gain a deeper understanding of the underlying causes of these inequities throughout students' educational journey

<i>Mode</i>	<i>Gap</i>	<i>Continuation</i>	<i>Completion</i>	<i>Attainment</i>
<i>Full-time</i>	AMOW > Black		Y	Y
	White > ABMO		Y	Y
	Asian > Black		Y	Y
	IMDQ5 > IMDQ1	Y	Y	Y
	IMDQ2345 > IMDQ1	Y	Y	Y
	Not Eligible for FSM > Eligible for FSM	Y	Y	Y
	Female > Male	Y	Y	
	IMDQ12_White > IMDQ12_ABMO		Y	Y
	IMDQ345_White > IMDQ345_ABMO		Y	Y
	AMOW > Black	Y	Y	Y
<i>Part-time</i>	White > ABMO	Y	Y	Y
	White > Black	Y	Y	Y
	IMDQ5 > IMDQ1	Y	Y	
<i>Apprenticeship</i>	Young_Under21 > Mature_Age21andOver	Y	Y	

Assessment of performance using internal data

Insights from the SU Phonebank Project

The Student Union ran a Resit Phonebank Project with the aim of enhancing student outcomes in student resits and ultimately reducing non-continuation rates. The project involved reaching out to students through phone calls to provide valuable information and offer personal, caring, and encouraging support. In addition to its primary goals, the project was designed to gather valuable insights into the experiences and perceptions of the targeted group of students. The project was carried out in two rounds:

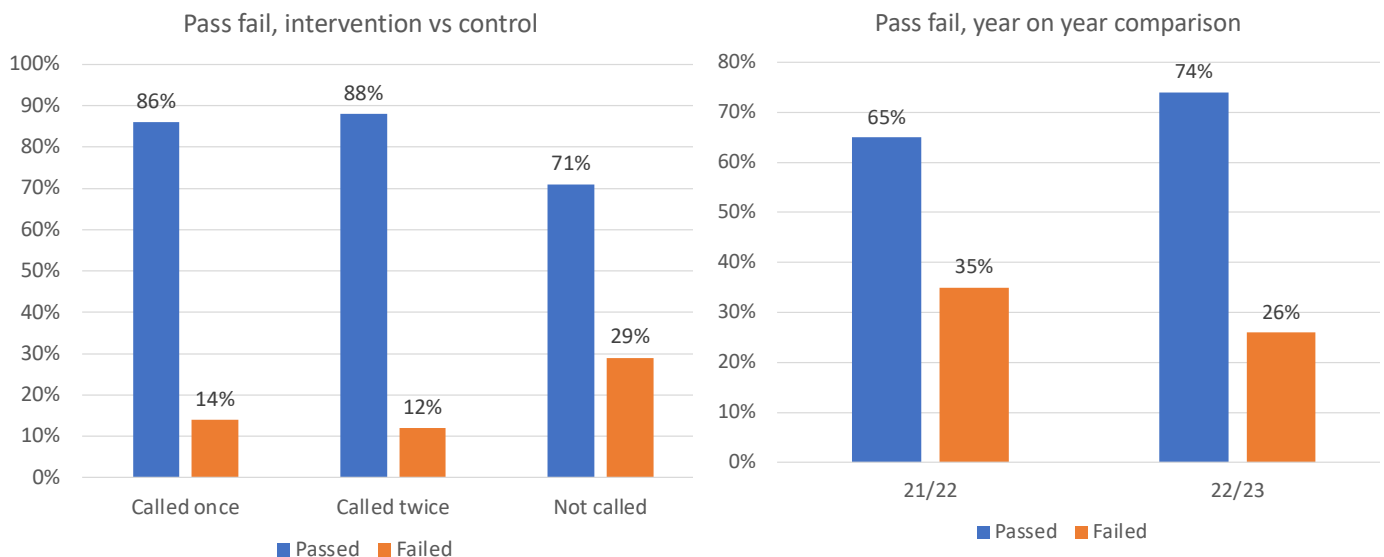
- The first round occurred 3-4 weeks prior to the assessment dates, and it involved contacting a total of 1,100 students, who responded to the phone calls.
- The second round took place 1-2 weeks before the assessment dates and specifically involved reaching out to 600 students who had already been contacted in the first round.

SU Resit Phonebank Project – Findings

The project had successful outcomes in students passing compared to the control. Graph AG1 demonstrates the positive outcomes of the project on student pass rates in resits, particularly when compared to the control group (not called). It reveals a remarkable 17% increase in student pass rates as a result of the intervention, highlighting the effectiveness of the project in supporting student success.

Graph AG2 provides further evidence of the project's impact by comparing the pass rates between the academic years 2021/2022 and 2022/2023. It illustrates a significant 9% increase in student pass rates during the intervention year, indicating a notable improvement compared to the previous year.

This initial figure gives us the confidence that this intervention is meaningful and effective in providing students with adequate support for successfully passing their assessments.



Graph AG1: Impact of intervention group vs control

Graph AG2: Year comparison of student resit pass rate.

Furthermore, the qualitative insight of the phone calls has given us a better understanding of underlying issues inhibiting students from passing their assessment the first time. Students' reasons were then categorised into 4 areas, overwhelm, university barrier, self-imposed barrier and other.

- 63% of students shared that they felt overwhelmed.

- 14% of students shared that they encountered a university barrier.
- 12% of students shared that they encountered a self-imposed barrier.
- 11% of students attributed their lack of engagement to “other” reason.

Upon further investigation of the data, it was revealed that students who reported feeling overwhelmed were experiencing barriers that could be categorised into the following areas:

- Personal/Family issues – 35.7%
- Stress - 19.2%
- Health issues - 14.5%
- Ran out of time - 9.2%
- Mental health - 7.5%
- Financial issues – 5.6%
- Work commitments – 4.1%
- Family/caring responsibilities – 1.9%
- Too far to travel – 1.8%
- Tiredness – 0.3%
- Loneliness – 0.1%

The identified categories contributing to students feeling overwhelmed can be linked to risks identified in the EORR. These risks include Risk 8 - Mental health, Risk 10 - Cost pressures, and Risk 11 - Capacity issues, therefore highlighting the opportunity for exploring possible interventions to address these.

Upon examining elements related to "university barriers," several specific areas were highlighted:

- Didn't get the support they needed - 62%
- Didn't find class time/teaching useful - 12%
- Unaware they needed to resit - 14%
- IT issues - 10%
- Couldn't access course content - 3%

While acknowledging the limitations of the available data, we recognise the need for further investigation to understand the specific types of support that students are seeking but have not been adequately provided by the university. It is also important to note that there are many complexities and intersectionality that are yet unknown. As part of our intervention strategies, we introduced PAL to address risks related to insufficient academic support and insufficient personal support. In addition, the SU Resit Phonebank project will continue to run and develop throughout the life of the plan.

Student insight from the Personal Development Plan (PDP)

The following insights were taken from 4,135 students who completed the PDP from September 2022 to March 2023. The data shows the following:

- 90% of students feel positive about their studies.
- 8% of students are considering interrupting their studies (including those that answered ‘not sure’)
- 27% of students rated their anxiety level as 7 out of 10.
- 19% of student aren't confident about writing and academic writing.
- 14% of students feel their home situation or environment poses a challenge to study.
- 7% of students don't have access to technology to study (laptop/computer...)
- 28% of students have parenting or caring responsibilities.
- 24% of students see the high cost of travel to university a challenge to their attendance.
- 32% of students worry about money.
- 58% of students have a household income of £25K or less.

These insights provide us with a comprehensive understanding of the obstacles students encounter, enabling us to develop tailored interventions that align with the specific needs of our student body.

There is a discernible pressure stemming from the prevailing cost-of-living crisis, whereby financial concerns continuously exert an influence on students. In order to alleviate the financial burdens faced by students, the university will continue to provide subsidised catering, contingent upon its financial feasibility.

Furthermore, a significant proportion of the student population carries the responsibility of parenting or caring for others, a reality that was previously underestimated. These additional responsibilities beyond the university environment place considerable strain on students' capacity to cope. Consequently, we are actively exploring potential interventions to provide support for students grappling with these added pressures. We look to alleviate some of these pressures through the reduction of unnecessary exams, changes to the academic calendar and increased academic support through PAL, mentioned in IS2,3,4, 5 and 6.

Annex B: Evidence base and rationale for intervention strategies (further detail)

Intervention Activity: Access- Sustained Aspire Programme

Sustained Aspire Programme

Currently, there is a lack of causal evidence regarding the effectiveness of coaching on Pre-16 attainment within the sector. Existing evidence from the UK primarily emphasises intermediate outcomes, such as changes in aspirations, confidence, or awareness, rather than actual participation in higher education¹⁸.

We look to contribute to sector understanding of the effectiveness of coaching in pre-16 attainment through a sustained programme over 4-years. Specifically, we aim to evaluate the impact of a 2-to-1 coaching programme on the same cohort of students from year 7 to year 10. We will compare the academic achievements of students who participated in the coaching programme with those who did not, all within the same school setting.

Our long-term commitment to collaborating with the same schools over a four-year period allows us to establish a strong and trusting relationship. This partnership enables us to effectively collect data on academic achievement, conduct insightful focus groups, and conduct in-depth interviews with teachers. Through these comprehensive evaluation methods, we can accurately assess the impact of the Aspire programme.

Evaluation: Our evaluation approach aims to provide a robust assessment of the impact of personal development coaching on academic progress. To achieve this, we will conduct a comprehensive analysis of longitudinal data, tracking the academic performance of coaching participants over the four-year period. This data will be compared to that of their peers in the same school who do not participate in coaching, ensuring a like-for-like comparison. This will constitute type 2 evaluation and we look to conduct type 3 if possible.

Intervention Activity: Access - HEAT

Implementation of HEAT

We are a member of the Higher Education Access Tracker (HEAT) Service, which provides higher education providers with data and intelligence to effectively target, monitor and evaluate their outreach activities.

Through the HEAT national community, we collaborate on the development of knowledge, skills, tools, resources, and methodologies required for robust evaluation. The HEAT membership therefore supports our delivery of robust evaluation which will produce high quality evidence of what works and what does not work within our particular context.

Being part of the HEAT evaluation collective is more efficient than working in isolation, minimising duplication of effort and sharing evaluation resources across the sector. Through its links with national organisations such as HESA and the DfE, HEAT provides us with data outcomes which are essential for our impact research.

Accessing data centrally through HEAT enables us to avoid burdening schools and colleges with requests for data. The HEAT collaboration also provides opportunities for us to share our evaluation plans with other higher education providers for feedback. This peer evaluation facilitates knowledge transfer between providers, increases transparency and rigour and helps us to improve our evaluation going forward. The HEAT collaboration therefore drives up evaluation literacy across the sector through providing access to the data, tools and systems required to build robust evidence of impact.

¹⁸ <https://taso.org.uk/intervention/mentoring-counselling-role-models-pre-entry/#heading-what-dont-we-know>

Intervention Activity: On course – Personal development plan (PDP)

Increasing use of the PDP among students

The PDP is an activity mentioned in IS2, IS3, IS4, IS5 and IS6. We look to expand the use of the PDP across the university and implementation of student responses into proactive support. With the use of the PDP, we address risks: 6 insufficient academic support; 7-Insufficient personal support and 8 – Mental health.

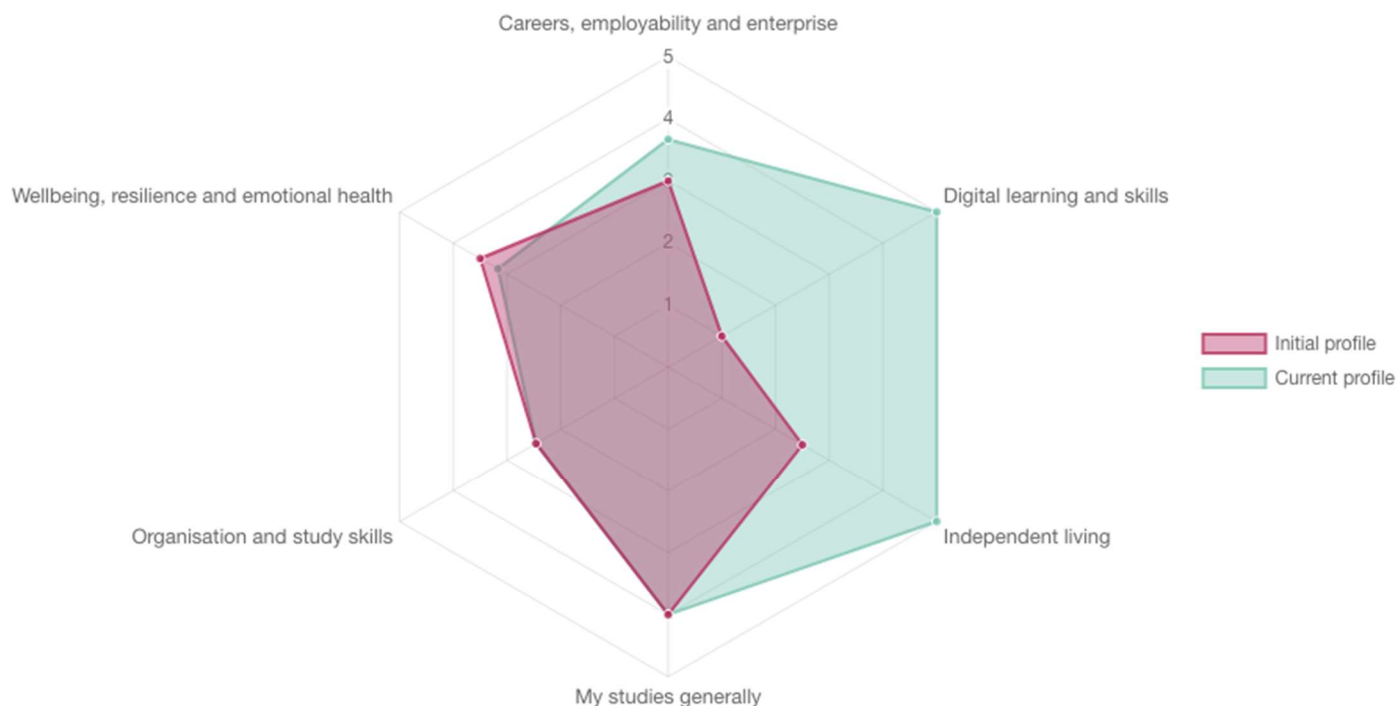
The PDP survey was collaboratively developed in 2017 by our academic and professional services colleagues in partnership with our student body¹⁹. It was subsequently piloted small group in the academic year 2018/19.

Since the pilot the PDP has been further developed to encompass self-reflection questions related to six developmental domains and was launched to first year students in September 2022-23 and then the entire student body in January 2023.

The six domains are:

1. Careers, employability, and enterprise skills
2. Digital and learning skills
3. Independent living skills
4. General study preparedness
5. Organisation and study skills
6. Wellbeing, resilience, and emotional health

The survey is designed so that students can reflect on their strengths, areas for development, and personal goals, covering both academic and non-academic aspects of their student life. This holistic approach acknowledges that life and study are intertwined and allows us to gain a deeper understanding of how we can best support our students.



Graph AG3: Shows a student personal development chart, allowing them to visualise their growth in confidence in various areas.

¹⁹ <https://openresearch.lsbu.ac.uk/item/88xq8>

The PDP serves a dual purpose, making it an essential tool for both students and our institution.

On one hand, students have the opportunity to witness their progress and growth through a personalised development chart (AG3), providing a visual representation of their responses and the evolution of their confidence over time. This visual tool allows students to tangibly observe their journey and gain a clearer understanding of how their confidence has transformed and developed. It enables students to identify their own developmental needs and take proactive steps to improve their skills and abilities in specific areas. By taking ownership of their own development in this way, students can enhance their academic performance and prepare themselves for success in their future careers.

On the other hand, the PDP also serves as an important means of identifying students who may be at risk from their responses. Various teams can access responses from students and proactively reach out to students, ensuring they receive the assistance they need in a timely manner. This approach sets in motion a cascade of proactive outreach to support our students effectively.

The PDP tool serves as an exceptional and influential mechanism, forming the foundation of several institutional commitments aimed at fostering exceptional student experiences and outcomes. In order to maximise its effectiveness, our primary objective is to attain a commendable rate of completion among first-year students, followed by a consistent re-completion rate for continuing students at the commencement of each academic year. By diligently elevating completion rates, we can ensure that students are adequately informed about the comprehensive range of services and support available to cater to their distinct requirements. Furthermore, this endeavour will enable us to meticulously monitor student engagement with these services and support systems, while concurrently evaluating their long-term impact.

Our aim is to ensure that all students complete the PDP within the life of the plan, with first year students being prioritised to ensure that we are able to meet their needs from the start of their course.

Inputs required for successful expansion of PDP.

Communication Strategy: Our communication strategy encompasses collaborative efforts with key stakeholders at LSBU, including the Library and Learning Resource Team. This collaboration has enabled us to incorporate dedicated sessions freshers' week that facilitate student engagement and completion of the PDP.

Furthermore, our partnership extends to the Associate Deans for Student Experience, who play a pivotal role in expanding awareness regarding the significance of this tool among academic staff members involved in direct student interaction. By actively engaging with these esteemed individuals, we aim to foster a comprehensive understanding of the PDP's value and encourage its seamless integration into their respective roles.

Students will benefit from regular reminders throughout the academic year to complete the PDP. These reminders will be effectively communicated through internal channels, ensuring that students receive timely notifications about the importance of completing the PDP. Additionally, student-facing services will actively guide and direct students to the PDP, underscoring its significance as a valuable tool for their personal and academic growth.

Establishing Effective Systems: We have worked diligently in implementing robust technological systems that promptly identify areas of concern within students' PDP responses. Through these systems, pertinent information is swiftly relayed to our well-being team, enabling them to take proactive measures in supporting students. A member of our student services team reaches out to students, ensuring they receive the necessary guidance or are directed towards supplementary resources that can address their specific needs. This dedicated effort empowers us to identify students who may require assistance and who might have otherwise gone unnoticed. By swiftly identifying and addressing these needs, we reinforce our commitment to providing comprehensive support and fostering an inclusive environment for every student's well-being and academic success.

Creating a dashboard for stakeholders: We have allocated considerable time and resource to the development of customised dashboards specifically designed for personal tutors, course leaders, and the director of student services. These dashboards, which will be fully operational by September 2023, and serve as invaluable tool for these key stakeholders. By utilising these dashboards, stakeholders will stay well-informed about the students they regularly interact with, both on a personal and academic level.

The availability of comprehensive student information through these dashboards empowers personal tutors to tailor their sessions effectively, addressing common concerns and needs prevalent within their respective groups. This enhanced understanding of student profiles ensures that personal tutors can provide targeted guidance and support, ultimately fostering a more impactful and personalised learning experience for students.

Evaluation

The evaluation of the PDP's impact will encompass a range of metrics that will be reported to the Student Experience Committee on an annual basis. With the objective of broadening the utilisation and implementation of the tool, we strive to measure the number of students who successfully complete the PDP at various milestones throughout the academic year. Responses submitted by students will be analysed to generate meaningful insights and to identify trends, address areas of improvement, and tailor support services based on the needs expressed by the students.

We look to continuously evaluate the effectiveness of the personal development plan survey and make necessary adjustments based on feedback from students and stakeholders. We continuously seek input from students to ensure the survey remains relevant, engaging, and beneficial to their personal growth and development.

Intervention activity: On Course - Changes to the Academic Calendar

EORR's addressed: Barriers to engagement, Capacity issues, Personal Support, Academic Support.

Starting from the academic year 2023/2024, LSBU will implement multiple optimised academic calendars. The calendar for courses in the IHSC (Institute of Health and Social Care) will be structured over a 12-month period to accommodate clinical placements. In contrast, outside of the IHSC, the majority of undergraduate students will follow a condensed academic year, with a later start and earlier end.

This strategic decision will yield several significant benefits. Firstly, it will positively impact student progression, leading to improved graduate outcomes. By awarding degrees approximately one month earlier, students will have an advantage in terms of entering the job market or pursuing further education.

Furthermore, adopting a later start to the academic year will alleviate challenges associated with the Clearing cycle. With fewer students completing enrolment late and missing the start of their courses, we will reduce the occurrence of disrupted learning journeys. Even for those who miss some taught sessions, the overall number of weeks missed will be minimised. Consequently, this approach lightens the burden on both students, who will have less catching up to do, and the institution, which can provide more targeted support to these individuals.

In addition to enhancing progression and mitigating disruption, this optimised calendar structure will positively impact in-year retention and continuation rates. By aligning the academic calendar more closely with the needs and expectations of students, we create an environment that promotes sustained engagement throughout the academic year.

Overall, the implementation of multiple optimised academic calendars demonstrates our commitment to providing an enriched learning experience. By carefully tailoring the academic year to different disciplines and addressing challenges associated with late admissions, missed sessions, and support requirements, we can ensure the success and satisfaction of our students while bolstering the reputation and effectiveness of our institution.

Evaluation

Our institution is committed to conducting thorough internal data analysis to assess the effects of changes in the academic calendar. This evaluation will employ various methodologies, including student surveys, a Student Union

call campaign, and other relevant metrics. By systematically collecting and analysing this data, we aim to gain insights into the impact of the academic calendar changes on the student experience.

To ensure accountability and transparency, the findings and outcomes derived from this analysis will be reported annually to the Student Experience Committee. This regular reporting mechanism enables the committee to make well-informed decisions based on a comprehensive understanding of the impact resulting from the changes in the academic calendar.

Intervention activity: On course - Reduction in exams and overall assessment volume

EORR's addressed: Barriers to engagement, Capacity issues, Mental Health, Academic Support.

The university considers exams to have limited pedagogical value and to be less suitable for applied professional and technical learning compared to other assessment methods. Recognising that students can effectively demonstrate learning outcomes through various modes of assessment, modules may offer a range of assessment options.

In the 22/23 academic year, approximately 10% of modules had excessive assessment volume requirements, and a significant portion still included undisclosed assessments. Insights gathered from the SU Resit project highlighted that students commonly attribute their need to resit exams to feeling overwhelmed.

From 23/24 academic year, we will take substantial measures to reduce the reliance on exams as assessment methods. Moreover, any modules with more than two assessments will be required to provide explicit justifications for doing so, demonstrating exceptional reasons for their assessment structure.

Support will be extended to Associate Deans and Course Directors collaborating with Professional, Statutory, and Regulatory Bodies, enabling them to effectively engage in constructive discussions on assessment inclusivity and innovation.

By implementing these initiatives, we aim to promote a more balanced and manageable assessment approach. This will address student concerns related to feeling overwhelmed, ultimately enhancing the learning experience, and reducing the need for resits and risks to non-continuation.

We expect to see the following outcomes to this intervention:

Increase in First-Time Submissions: By reducing the reliance on exams and providing alternative assessment methods, we anticipate an increase in the number of students successfully submitting their assessments on their first attempt. This data, collected through Quality Learning (QL) assessments, will demonstrate improved engagement and preparedness among students.

Increase in First-Time Pass Rates: As a result of implementing a more diverse and inclusive range of assessment methods, we expect to observe an increase in first-time pass rates. The QL data will provide valuable insights into the effectiveness of these alternative assessment approaches and their positive impact on student achievement and mastery of learning outcomes.

Reduction in students reporting workload difficulties leading to resits (based on SU resit call data): One of the common reasons cited by students for resitting exams is the perceived difficulty in managing their workload. By reducing the number of exams and creating a more balanced and manageable assessment structure, we aim to mitigate workload-related challenges. This will be reflected in the data collected from the Student Union (SU) resit call, showcasing a decline in the number of students reporting workload difficulties as a reason for resits.

Evaluation

The impact of these changes will be reported and monitored annually by the Student Experience Committee.

Intervention Activity: On course - Peer Assisted Learning (PAL)

EORR's addressed: Barriers to engagement, Mental Health, Academic Support.

Peer Assisted Learning (PAL) is an instructional approach that involves students supporting and learning from their peers. It is a structured programme where students, known as peer leaders, facilitate group discussions, activities, and study sessions to enhance the learning experience of their fellow students. PAL promotes active engagement, collaboration, and the sharing of knowledge and experiences among students. By creating a supportive and interactive learning environment, PAL aims to improve academic performance, build confidence, develop critical thinking skills, and foster a sense of community and belonging among participants.

PAL targets all students but looks to contribute to the reduction in attainment gaps between black and AMOW students. We aim to work with a minimum of 160 students per week, thereby, each PAL Leader would work with 10 students each.

This is a new intervention that is being collaboratively designed delivered by the Student Union and the Learning, Library, and resources team.

Evaluation

The impact of PAL on student continuation and attainment will be regularly reported to the esteemed Student Experience Committee. This evaluation process encompasses a Type 2 evaluation, employing quantitative metrics to assess the effectiveness of PAL. These metrics include analysing survey data, year-on-year attainment of students who engage with PAL, and monitoring student engagement with the PAL programme.

Furthermore, we actively encourage and solicit regular feedback on the PAL programme to continuously improve our services. By incorporating feedback from students and stakeholders, we can make iterative enhancements to the PAL programme, ensuring its ongoing effectiveness in supporting student success and academic advancement year after year.

PAL - Theory of change summary				
Situation	Insights from the SU Phonebank Project have indicated that some students felt that they did not have adequate academic support which has led them to resit. This insight has highlighted that we need to do more in order to support students academically.			
Aims	PAL aims to improve students' understanding of course material, leading to better academic performance and higher grades.			
Inputs	Activities	Outputs	Outcomes	Impact
Process			Impact	
Trained peer leaders or mentors who facilitate the PAL sessions. Curriculum or study material to guide PAL sessions. A designated space or platform for PAL sessions to take place. Support from faculty and Library and resources in	Peer leaders conduct regular PAL sessions, where they facilitate group discussions, answer questions, and provide guidance to peers. PAL sessions involve collaborative learning activities, problem-solving exercises, and review of course material. Regular meetings with PAL leaders, faculty and Library and resources to ensure	Improved understanding of course material among participating students. Increased confidence and motivation in challenging subjects. Creation of a supportive and collaborative learning environment. Development of peer leaders'	Higher academic performance and grades for students who actively engage in PAL. Enhanced study skills and learning strategies among participants. Increased retention rates and reduced dropout rates as students feel supported and connected to their peers.	Positive impact on overall student success and satisfaction with their academic experience. Cultivation of a culture of peer support and academic collaboration within the institution. Recognition of PAL as an effective educational

implementing PAL.	resources needed are provided and PAL leaders feel supported,	leadership and communication skills.	Peer leaders gain valuable teaching and mentoring experience, enhancing their own academic and personal development.	approach, leading to its expansion and integration into more courses or programs. Increased sense of belonging and community among students, contributing to a more inclusive learning environment.
Rational and assumptions	Analysis of the Personal Development Planning (PDP) data revealed that among the 4135 surveyed students, a significant 19% expressed a lack of confidence in their academic writing skills. Additionally, the data obtained from the SU Resits Phonebank Project shed light on another concern, with 14% of students indicating that they felt unsupported by the university. Recognizing these challenges, we aim to proactively tackle these issues through the implementation of PAL, a supportive and accessible approach to peer learning and academic support.			

Intervention Strategy: On course - SCALE-UP

Student-Centered Active Learning Environment with Upside-down Pedagogies (SCALE-UP) is an innovative instructional approach used in higher education that promotes active, collaborative learning in the classroom. In a SCALE-UP environment, traditional lectures are replaced with interactive activities, group work, and hands-on experiments. The learning process is student-centred, encouraging engagement, critical thinking, and problem-solving skills.

LSBU is committed to collaboration and continuous improvement in pedagogy to address and reduce ethnic attainment gaps. In line with this commitment, we have been actively learning from our esteemed colleagues at Nottingham Trent University (NTU) to identify effective strategies through the "What Works" initiative.

The valuable insights gained from NTU's successful implementation of SCALE-UP have highlighted significant benefits, including reduced non-continuation gaps, decreased attainment gaps, improved attendance, and enhanced engagement²⁰. Building on this knowledge, LSBU is excited to leverage the expertise of NTU's SCALE-UP colleagues, who are actively training and supporting our staff in the implementation of this innovative flipped learning approach during seminars.

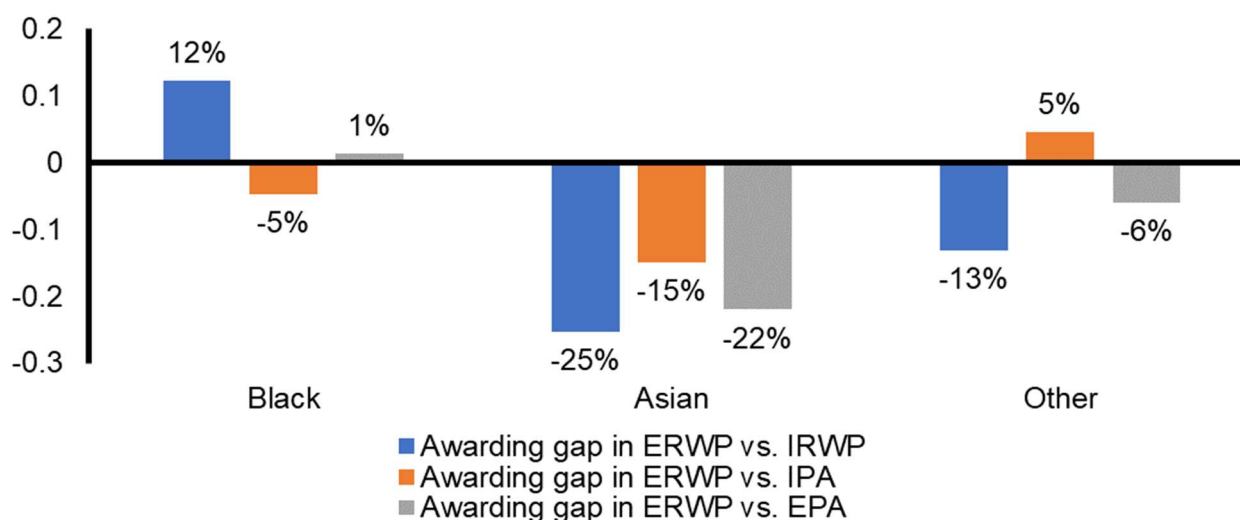
SCALE-UP was implemented as a pilot initiative within the level 4 module on Psychology during the 2022-23 academic year. The primary objective of this pilot was to address the attainment gap between black students and their counterparts. It is important to note that due to the limited sample size, definitive conclusions regarding the effectiveness of SCALE-UP in narrowing the ethnic attainment gap could not be drawn.

However, valuable feedback was obtained from both the staff members who facilitated the SCALE-UP-based seminars and the students who participated in these sessions. The feedback consistently indicated a positive

²⁰ Jane McNeil et al., "Scaling up Active Collaborative Learning for Student Success: Final Report" (Nottingham: Nottingham Trent University, 2019), 10. https://www.ntu.ac.uk/__data/assets/pdf_file/0027/1063089/NTU-ABSS-Final-Report-revised-Oct-2019.pdf

reception towards the group learning format, with both staff and students expressing enjoyment and engagement with the collaborative learning approach.

The impact of SCALE-UP on academic performance and the ABMO awarding gap was assessed by comparing student grades on this module with those of three other Level 4 modules attended by the same students. Students and seminar leaders offered feedback on their experience of the module. The study found that the grades on the SCALE-UP module were marginally higher than those of a module from a previous semester but did not differ from a concurrent module. Furthermore, there was little evidence of a reduction in the awarding gap on the SCALE-UP module compared to other modules in the previous semester and a concurrent module in the same semester (Graph AG3).



Graph AG3: Awarding gap between Exploring Real-World Psychology (the SCALE-UP module) and other modules in the previous semester (IRWP and IPA) and the same semester (EPA)

Further investigation is needed on whether SCALE-UP reduces the awarding gap and improves student outcomes, such as employability. SCALE-UP does reduce the ABMO awarding gap when it is applied consistently across modules within a level of an undergraduate course. The core principle of collaborative learning is to share goals (Loes et al., 2018)²¹ and this principle resonates with the principle of constructive alignment that learning is a social process (Biggs & Tang, 2011)²².

Our efforts to understand what works and to improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education, therefore, from 2023-24 we look to increase the sample size and are expanding SCALE-UP to core modules across disciplines in Psychology, Engineering and Architecture.

Aims and objectives

The aim of the project is to determine the extent to which SCALE-UP reduces the attainment gap, with a focus on ABMO students as a sub character.

The objectives are:

1. To deliver SCALE-UP-based seminars in level 4 modules in Architecture, Engineering and Psychology at LSBU in 2023/24,
2. To compare student grades on these modules in 2023/24 with those in 2022/23,
3. To compare the racial attainment gap on these modules in the 2023/24 academic year with those in the 2022/23 academic year,
4. To understand students' lived experiences of attending SCALE-UP-based modules,

²¹ Loes, C. N., Culver, K. C., & Trolan, T. L. (2018). How Collaborative Learning Enhances Students' Openness to Diversity. *Journal of Higher Education*, 89(6), 935-960. <https://10.1080/00221546.2018.1442638>

²² Biggs, J. B., & Tang, C. (2011). Teaching according to how students learn. In J. B. Biggs, & C. Tang (Eds.), *Teaching for quality learning at university: What the student does*. 4. ed (pp. 16-33). Open University Press

5. To understand students' openness to diversity, and
6. To understanding staff uptake and attitudes towards embedding SCALE-UP.
7. To investigate the value to potentially introduce SCALE-UP as a university-wide scheme.

Inputs

Training and Professional Development: Academic staff involved in the project will require comprehensive training on flipped learning techniques. This will ensure they are equipped with the necessary pedagogical skills and knowledge to effectively implement the SCALE-UP in their teaching practices.

Curriculum Design and Adaptation: Reviewing and modifying existing curricula or designing new curricula to align with the principles of SCALE-UP will be necessary. This involves rethinking instructional strategies, assessments, and learning materials to optimise student engagement and active learning.

Collaboration and Support Structures: Establishing collaborative networks, communities of practice, or support structures within LSBU is crucial for sharing best practices, providing ongoing guidance, and fostering a culture of continuous improvement in implementing SCALE-UP.

Evaluation and Assessment: Developing mechanisms for assessing the effectiveness and impact of the SCALE-UP project is essential.

The outcome of SCALE-UP will be assessed as follows:

1. Objectives 2 and 3 of the study aim to investigate the impact of SCALE-UP on academic performance and the reduction of the awarding gap. To accomplish this, a rigorous statistical analysis will be conducted on the grades achieved by students in the modules between the academic years 2023/24 and 2022/23. Additionally, specific attention will be given to assessing the ABMO awarding gap, further enhancing our understanding of the potential effects of SCALE-UP on promoting equitable outcomes and reducing disparities in academic achievement.
2. Objectives 4 to 6 of the study focus on exploring the lived experiences of both students and staff in relation to the implementation of SCALE-UP. To accomplish this, a highly skilled hourly-paid lecturer will conduct a meticulous thematic analysis of the written feedback provided by the participating students. Through a rigorous interpretation of the gathered data, valuable insights and findings will be extracted, shedding light on the unique perspectives and experiences of the individuals involved in the study.
3. We will meticulously compile the findings derived from the statistical analysis of the quantitative data gathered during the empirical study. Additionally, we will carefully interpret the outcomes of the thematic analysis conducted on the student feedback received. These comprehensive insights will be incorporated into a comprehensive report, ensuring a thorough and meaningful representation of the research outcomes.

Dissemination of findings: The findings of this study will be disseminated through the preparation and submission of a manuscript for publication in the esteemed educational journal, Higher Education (impact factor 2.8). The manuscript will serve as a comprehensive documentation of the study's outcomes, providing valuable insights and contributing to the existing body of knowledge in the field of education.

SCALE-UP – Theory of change summary				
Situation	There is a racial attainment gap in LSBU that we wish to address.			
Aims	The aim of the project is to determine the extent to which SCALE-UP reduces the attainment gap, with a focus on ABMO students as a sub character.			
Inputs	Activities	Outputs	Outcomes	Impact
Process			Impact	

<ul style="list-style-type: none"> - Training and Professional Development - Curriculum Design and Adaptation - Collaboration and Support Structures 	<ul style="list-style-type: none"> - Lectures and seminars are taught using SCALE methodologies. 	<ul style="list-style-type: none"> - Academic staff learn effective ways of teaching - Interactive learning environment - Open dialogue with students 	<ul style="list-style-type: none"> - Student centres learning - Increased student engagement - Increased attendance 	<p>Reduced attainment gap between ABMO and white students</p>
<p>Rational and assumptions</p>	<p>Research has shown that active learning methodologies can significantly improve student learning outcomes compared to traditional lecture-based approaches. By actively engaging students in the learning process, they become more involved, attentive, and better able to retain information (NTU). SCALE-UP typically incorporates the use of technology and interactive learning tools. This can provide additional resources for students and facilitate active participation, making learning more engaging and dynamic. To effectively implement SCALE-UP, faculty members need training and support in designing and delivering active learning experiences. They may need to adopt new teaching strategies, revise course materials, and develop skills for managing group dynamics effectively. SCALE-UP assumes that students will actively engage in the learning process. This approach requires students to participate in class discussions, contribute to group activities, and take responsibility for their learning progress.</p>			

Intervention: On course - Action Learning

EORR addressed: Insufficient personal support, Mental health, LSBU Risk: Barriers to student engagement.

Through internal data analysis, we have discovered a clear correlation between late enrolment and a higher likelihood of student non-continuation. The data shows that as students enrol later, their chances of withdrawal increase. It has also been observed that many late enrollers are ABMO. This finding emphasises the need for targeted interventions to support late enrollers and mitigate the risk of non-continuation.

In addition to the internal data analysis, we gained valuable insights from the SU Resits Phonebank Project. The project revealed that a significant portion of students (63%) expressed feelings of being overwhelmed. Recognising the detrimental impact of feeling overwhelmed on student engagement and persistence, we aim to implement action learning as a proactive measure to address this issue.

By introducing action learning, we aim to create a supportive and engaging environment that helps students manage their workload, navigate challenges, and build confidence. Through small group coaching led by trained facilitators, action learning provides a structured approach that encourages collaboration, problem-solving, and personal development. It aims to empower students to effectively manage their academic responsibilities and enhance their overall well-being.

By implementing action learning, we aspire to alleviate the feeling of being overwhelmed among students and equip them with the skills and support they need to navigate their academic journey successfully. This targeted intervention aligns with our commitment to enhancing student engagement and retention at our university.

Evaluation

In the first year, our primary focus will be establishing an effective student feedback loop tailored to action learning. We aim to gather valuable qualitative data from students to identify what aspects of the action learning experience are effective and gather their suggestions for improvement.

This feedback loop allows us to gain deeper insights into the unique pressures, challenges, and barriers that late enrollees may encounter. By understanding their specific circumstances, we can better tailor our provision to meet their needs and improve overall engagement and success. In addition to gathering qualitative data, we will complement our evaluation with quantitative data to understand the impact of action learning. Specifically, we will utilise internal continuation data to compare the outcomes of participants and non-participants of the action learning programme.

In subsequent years, our vision is to expand the programme to include more schools, broadening our reach and deepening our understanding of the potential impact of Action Learning on various aspects of the student experience. Specifically, we aim to investigate its influence on attitudes towards learning, confidence levels, sense of belonging, and overall student engagement.

To achieve this, we will conduct comparative analyses between participants and non-participants of the Action Learning program, utilising internal metrics such as class attendance, academic attainment, and Moodle engagement.

By employing a Type 2 evaluation approach, we aim to provide evidence of the impact of the action learning intervention on student outcomes. This analysis will focus on observing changes or differences in key metrics, both quantitatively and qualitatively, to understand the effectiveness of the intervention in comparison to what might have occurred without it.

We intend to disseminate interim findings yearly to the university's Student Experience Committee, which oversees activities contributing to student success. In addition, we hope to share the final analysis at the end of the life of the plan on our website and TASO (Transforming Access and Student Outcomes).

Intervention activity: On Course - SU Phonebank Project

We look to collaborate with the Student Union in maintaining and enhancing the SU Phonebank project, demonstrating a proactive approach in aiding students as they prepare for their upcoming resit exams. In doing so, we recognise the importance of not only providing support but also gaining insights into potential barriers that students may encounter. By examining intersectionality within the student body, we aim to identify factors that could contribute to student non-continuation and the need for exam resits.

Our primary objective is to expand our data collection efforts and develop a comprehensive understanding of the challenges students face. This knowledge will serve as a foundation for refining our intervention strategies. Through this process, we aspire to create a personalised and customized approach to support each student effectively.

By continuously learning and adapting, we aim to strengthen our services and ensure that every student receives the assistance they require to achieve their academic goals. We believe that by being proactive, attentive, and focused on individual needs, we can foster a more inclusive and supportive academic environment within our student community.

SU Phonebank Project - Theory of change summary

Situation	There is a concern around increased resit exams and possible non-continuation.
-----------	--

Aims	The aim of the project is to a) proactively support students with preparing for their resit exams b) to gain a better understanding of the factors/pressures contributing to students having to resit.			
Inputs	Activities	Outputs	Outcomes	Impact
Process			Impact	
<p>Staff training</p> <p>Admin support in running the call campaign.</p> <p>Financial investment.</p> <p>Collaboration with students' services and wellbeing team as students will be signposted to them.</p>	<p>Planning and preparation: Develop a detailed project plan outlining the objectives, timeline, and responsibilities. Identify the target student population for phone bank based on exam schedules and other relevant criteria.</p> <p>Data Collection and Analysis: Establish a system to record and log the outcomes of each phone call, including feedback and notes from conversations.</p> <p>Analyse the data collected to identify trends, common challenges, and areas for improvement.</p> <p>Outreach and Communication: Promote the phone bank initiative through various communication channels. Monitor the progress and outcomes of the phone bank project regularly.</p>	<p>Number of phone calls made to students.</p> <p>Percentage of students reached through the phone banking initiative.</p> <p>Data collected on student preferences, concerns, and needs.</p> <p>Number of students who accessed the provided support resources.</p> <p>Recorded feedback and notes from phone conversations.</p>	<p>Increased awareness among students about upcoming resit exams and available support.</p> <p>Improved communication and engagement between the Student Union and the student body.</p> <p>Enhanced understanding of potential barriers students faces during exam preparation.</p> <p>Identification of specific academic challenges faced by certain groups within the student population.</p> <p>Utilisation of student feedback to fine-tune the phone banking script and support resources.</p>	<p>Improved resit exam success rates among students who received phone banking support.</p> <p>Increased student satisfaction and trust in LSBU services.</p> <p>Reduction in student non-continuation rates.</p> <p>Strengthened sense of community and belonging within the student body.</p> <p>The establishment of a proactive and student-centered approach to academic support.</p>
Rational and assumptions	The insight gained from the pilot was invaluable, and the data fed into developing our intervention strategies (please see Insights from the SU Phonebank Project). We look to improve our data collection and feedback loops for continuous progression and understanding of barriers. The project assumes that students will be receptive to phone calls and engagement from the Student Union. It is based on the belief that students will appreciate the proactive support and resources provided.			

Black Student LSBU Guidebook

We are actively working on developing the LSBU University guide for black students, a crucial initiative led by our dedicated Black Student Mental Health Officer. During the 2021 academic year, black LSBU students' utilisation of university mental health services was consistent with the overall student population (25%). However, we

observed that black students were less likely to seek support through self-referral, leading to their overrepresentation in crisis referral pathways, including fitness to study assessments. The primary objective of this project is to provide black students with an accessible guidebook that offers valuable insights into university services, fostering an enriched academic experience and personal growth.

Moreover, the LSBU guide for students of colour aims to establish a comprehensive, one-stop-shop resource that engages with students of colour in an affirmative, straightforward, and directional manner. The core intention is to ensure that these students fully grasp their ability and entitlement to receive support beyond the confines of the classroom. By consolidating the essential elements of teaching and learning needs for UK Higher Education students, this guide seeks to create a simple yet effective tool to empower students with the knowledge of various support opportunities available throughout their academic journey.

Through this thoughtful initiative, we strive to uplift and empower our black and students of colour community, providing them with the necessary tools to thrive in their educational pursuits. By presenting the information in an easy-to-understand format, we aim to enhance their engagement with university services and enrich their overall university experience. Our goal is to foster a supportive environment that enables all students to reach their full potential and embrace every opportunity for personal and academic growth.

The project will tie together numerous pieces of previous and ongoing work at LSBU including the current OFS project on black student mental health, decolonising the curriculum initiatives, student partnership projects.

Student voice has been embedded in the project from the start. The Co-author has used a mixed method approach to collect intersectional data from students including a mix of gender, sexuality, age ranges, cultural backgrounds, and courses. Using virtual and in person focus groups as well as questionnaires the project has worked with students to produce a data set that highlights the challenges black student at LSBU face. Our student voice has guided us in creating the content of this book which addresses the difficulties students face to acknowledges these challenges, provide the practical guidelines for students to follow which helps to mitigate the impact of these challenges, facilitate reflective practice on the students' experiences and provides words of affirmation where necessary to support the student through their time here at LSBU.

Black Student LSBU Guidebook - Theory of change summary				
Situation	There is a racial attainment gap in LSBU that we wish to address.			
Aims	The aim of the project is to a) proactively support students with preparing for their resit exams b) to gain a better understanding of the factors/pressures contributing to students having to resit. Furthermore, literature shows that ABMO students are often the least likely to see themselves represented in their support or learning experiences; (Advance HE, 2022). And that students who have little sense of belonging, poor mental health support, and poor financial support are least likely to be successful in their studies. (Arday, 2021; Kauser et. al. 2021).			
Inputs	Activities	Outputs	Outcomes	Impact
Process			Impact	
Information about university services, resources, and	Conducting surveys or focus groups to gather input from black students regarding their challenges, needs, and preferences.	LSBU University guide for black students in a tangible format,	Increased awareness among black students about the support	Improved academic performance and overall success rates of black

<p>support available to students. Feedback and input from black students to ensure the guide addresses their specific needs and concerns. Design and layout resources for creating the guide</p>	<p>Researching and compiling information about various university services, resources, and support available to students. Designing and creating the guidebook in an accessible and user-friendly format. Reviewing and updating the guide regularly to ensure it remains current and relevant.</p>	<p>such as a printed booklet or an online resource. Comprehensive information on university services, resources, and support available to black students. Clear and concise guidance on how to navigate the university's offerings and access the necessary assistance.</p>	<p>services available to them. Enhanced ability of black students to access and utilise university resources effectively. Improved sense of belonging and inclusivity for black students within the university community. Empowerment of black students to overcome challenges and achieve their academic and personal goals.</p>	<p>students due to better access to support services. Increased retention and graduation rates among black students, as they feel more supported and engaged. Positive reputation and recognition of the university for its commitment to diversity and inclusivity. Creation of a more inclusive and supportive university environment for all students.</p>
<p>Rational and assumptions</p>	<p>Literature is demonstrating that ABMO students are often the ones who do not know about, or effectively engage with university support beyond their timetabled classes; (Lim, 2022; Panesar, 2017), we therefore look to address this by creating a guidebook summarising support available to students.</p>			
<p>References</p>	<p>AdvanceHE. (2022). Equality in higher education: Statistical report 2022. AdvanceHE.</p> <p>Bradbury, A., & Van Nieuwerburgh, C. (2022). Exploring positive experiences of engagement amongst Black, Asian and Minority Ethnic (BAME) university students: An interpretative phenomenological analysis. <i>Journal of Happiness and Health</i>, 3(1), 49–65. https://doi.org/10.47602/johah.v3i1.30</p> <p>Lane, A., Totterdell, P., MacDonald, I., Devonport, T., Friesen, A., Beedie, C., Stanley, D., Nevill, A. (2016). Brief Online Training Enhances Competitive Performance: Findings of the BBC Lab UK Psychological Skills Intervention Study. <i>Frontiers in Psychology</i>, 7(413). https://doi.org/10.3389/fpsyg.2016.00413</p> <p>Lim, H. (2022). Case Study: Enhancing the Learning Experiences of BAME Students at a University: The University Role. <i>Social Policy and Society</i>, 21(1), 134-141. doi:10.1017/S1474746421000634</p> <p>Arday, J. (2021) Fighting the tide: Understanding the difficulties facing Black, Asian and Minority Ethnic (BAME) Doctoral Students' pursuing a career in Academia, <i>Educational Philosophy and Theory</i>, 53:10, 972-979, DOI: 10.1080/00131857.2020.1777640</p>			

Arday, J., Branchu, C., & Boliver, V. (2022). What Do We Know About Black and Minority Ethnic (BAME) Participation in UK Higher Education? *Social Policy and Society*, 21(1), 12-25. doi:10.1017/S1474746421000579

Panesar, L. (2017). Academic support and the BAME attainment gap: Using data to challenge assumptions. *Spark: UAL Creative Teaching and Learning Journal*, 2(1).

Kauser, S., Yaqoob, S., Cook, A. et al. Learning from the experiences of Black, Asian and Minority Ethnic (BAME) university students who withdraw from their undergraduate degree. *SN Soc Sci* 1, 121 (2021). <https://doi.org/10.1007/s43545-021-00115-8>