LONDON METROPOLITAN UNIVERSITY

Access and Participation Plan 2025-26 to 2028-29

1. Introduction and Strategic Aim

1.1 Context

London Metropolitan University is a local university with a global vision and transformative mission. Based in the diverse borough of Islington, at the heart of London's cultural capital, we are a University with a thriving community of approximately 6,800 undergraduate and 4,800 postgraduate students enrolled on campus in 2023/24. Our students study on courses across a range of disciplines within our six academic schools in the School of Architecture, Art and Design, Guildhall School of Business and Law; School of Computing and Digital Media; School of Health Sciences; School of Social Sciences and the Professions; and the newly created School of the Built Environment. Our courses meet the needs of the London labour market, providing graduates with a wealth of personal and professional experience, diverse perspectives and a strong portfolio of employability skills and demonstrated by new provision in nursing, physiotherapy and built environment.

The diversity of our staff and student body is a unique feature of our community, and it is one which is widely recognised and celebrated. Our students come from over 140 different countries and 94% of our on-campus student body fall into one or more categories of underrepresentation. They have different economic backgrounds, ages, family situations, ethnicities, religions, identities, abilities and disabilities. Specifically, 54% are from the most socio-economically disadvantaged backgrounds (24% within IMD quintile 1; and 30% IMD quintile 2); 52% of our students are from Black, Asian, or Minority Ethnic backgrounds (over double the sector average of 24.7%); and 84% of our student cohort are mature students (almost double the sector average of 43%). 86% of our undergraduate students live at home (32% in the parental home and 54% at their own residence), and we also have a high number of students who are care experienced and estranged students (117 and 118 respectively in 2022/23).

Our excellent track record of improving access to students from the wide variety of backgrounds is built upon a longstanding institutional commitment to diversity. We recognise that the richness of conversation and multiple perspectives that this diversity brings has an energy like no other, and it delivers a truly cosmopolitan, dynamic and inclusive learning environment. It continues to open our minds to totally different experiences, cultures and viewpoints, challenging us all to think and to learn in new ways. This is why we are committed to improving every aspect of our students' university experience and to working as a community to ensure our whole institution is built for student success, especially for our students who face multiple barriers to equality of opportunity.

1.2 Mission

As outlined in our Corporate Plan 2019/20-2024/25, London Met is on a remarkable journey of change to realise our vision to make significant contribution to our city, socially, culturally, environmentally and economically. By July 2024, we had already met 14 out of 20 University KPIs. Having made significant progress towards achieving this vision over the past 4 years, we remain committed and aligned to this vision with the appointment of our new Vice Chancellor, Professor

Julie Hall in August 2024. Professor Hall and the Senior Team will be leading London Met through its next phase, maintaining momentum and commitment to our vision and mission "to transform lives through the power of education", as outlined in our Corporate Plan.

As a values-led institution, our core values define us and provide a framework for the way that we work to deliver our vision and mission. We are Ambitious; Inclusive; Collaborative and Creative. The values are tangible at London Met, and vital to providing a culture that gives students and staff the opportunity to unlock their full potential whilst building a cohesive and harmonious community united by education being a catalyst for social equality, justice and equity.

1.3 Strategic Aim

> **Our students are the fabric of our University. We are committed to improving every aspect of their university experience and we will work together to ensure our whole institution is built for student success, especially for those who are already facing barriers**
>
> **Corporate Plan 2019/20-2024/25**

At London Met, providing an environment that is focused on student success is key. Building on our many strengths and distinctive features, our overarching strategic aim to deliver equality of opportunity for students is simple; to provide the best possible experience for our diverse student body. This means taking a whole provider approach to student success, identifying, understanding and addressing the institutional barriers that result in inequalities at all stages of the lifecycle. The key vehicles for accelerating progress towards this strategic aim are:
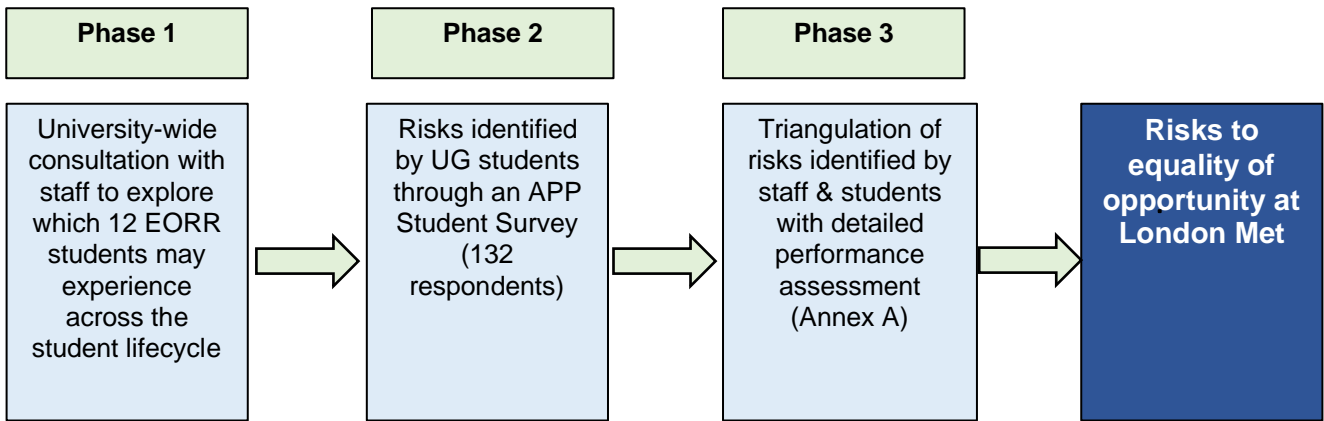
- A greater focus on systemic changes which improve our institutional processes, enhance the knowledge and skills of our staff whilst also better supporting our students
- The alignment and cohesiveness of our institutional strategies, specifically the Student Success, the People; Digital Transformation and Estates strategies, all underpinned by our Education for Social Justice Framework.

We know we have work to do in addressing these barriers, and our goal is to see an improvement in outcomes across access, success, and progression metrics for traditionally underrepresented students.

2. Risks to Equality of Opportunity

Identifying risks at London Met

During the academic year 2023/24, London Met conducted an assessment of our performance in relation to risks to equality of opportunity. Risks were identified by analysing internal and external data and gathering insights from staff and students. This assessment was completed with three distinct phases outlined below:

Phase 1		Phase 2		Phase 3		
University-wide consultation with staff to explore which 12 EORR students may experience across the student lifecycle	→	Risks identified by UG students through an APP Student Survey (132 respondents)	→	Triangulation of risks identified by staff & students with detailed performance assessment (Annex A)	→	**Risks to equality of opportunity at London Met**

In phase 1, we held University-wide consultations and discussions with staff to explore the twelve sector-wide risks to equality of opportunity as identified by OfS. The risks were shared and discussed with colleagues to establish which risks they felt students at London Met experienced. To ensure student co-creation across all elements in the development of this Plan, we also ran an Access and Participation Plan student survey (phase 2). The results from the staff discussions were used to design an Access and Participation Plan student survey which was used to establish the challenges and barriers that students felt impacted their success at London Met.

The detailed performance assessment (see Annex A) as part of phase 3, utilised aggregated and intersectional data from the OfS Access and Participation dashboard and our internal PowerBI dashboard to identify the significant equality of opportunity challenges faced by student groups across the lifecycle stages at London Met.

The results from the performance assessment, staff consultations and student survey were used to identify eight risks to equality of opportunity (out of the twelve sector-wide risks) at London Met across the student lifecycle – Access, Success, and Progression. The eight risks outlined in table 1 identify the greatest risks to equality of opportunity for our students at London Met and form the basis of the evidence-based strategic objectives, targets, and interventions.

Table 1: Identified risks to equality of opportunities at London Met by lifecycle

Indication of risk at London Met	OfS Risk Code	EORR
Risks to access		
There are fewer students with known disabilities accessing London Met.	Risk 1	The risk register identified that students with disabilities may have insufficient knowledge and skills required to be accepted on to a course. This aligns with our own institutional research on barriers to enrolment. This could have an impact on access rates.
	Risk 2	The risk register identified that for students with a declared disability, greater information and guidance that enables students to develop ambition and expectations, or to make informed choice about their HE options is needed. This could have an impact on access rates.
Risks to continuation and completion		
Low continuation rates for Asian, Black, mature and	Risk 6	The risk register identified that there may be insufficient academic support for students from IMD 1&2, BAME students, mature students and students with a declared disability - students may not receive sufficient personalised academic support to achieve a positive outcome. This could

students with a declared disability.		have an impact on continuation, completion and degree outcomes for these students.
Low completion rates for IMD 1&2 and Black students	Risk 7	The risk register identified that there may be insufficient personal support for students IMD 1&2, BAME students, mature students and students with a declared disability - students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome. This could have an impact on continuation, completion and degree outcomes for these students.
Low degree outcomes for IMD 1&2, BAME, and students with a declared disability	Risk 8	The risk register identified that students from IMD 1&2, BAME students, mature students and students with a declared disability may experience mental Health issues – students may not experience an environment that is conducive to good mental health and wellbeing. This could have an impact on continuation, completion and degree outcomes for these students.
	Risk 10	Cost pressures - Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade
	Risk 11	Capacity issues - Students may not have equal opportunity to access the limited resources related to higher education, such as suitable accommodation – This could have an impact on continuation, completion and degree outcomes for these students.
Risks to progression		
Low progression rates for students from IMD 1&2, BAME and declared disability	Risk 12	Progression from higher education - students may not have equal opportunity to progress to a positive outcome. This could have an impact on progression rates for these students.

It is important to note that risks not included in this APP will be closely monitored, and addressed where appropriate, through our governance structure (see section 7.3, page 19 on accountability).

3. Objectives

The objectives and targets set out in table 2 below outline London Met's commitment to addressing the indications of risks to equality of opportunity based on the detailed performance assessment in Annex A. We recognise the many identities of our students and endeavour to understand how these identities and intersectionality impact on their journey through our institution and beyond. We use disaggregated and intersectional data as far as possible within our analysis to ensure our activities and interventions are as targeted and impactful as possible.

We recognise that at 77.2% our full-time students are below the 80% threshold for continuation, and the 2pp improvement in continuation in the last three years reflects the successful impact of strategic programmes. Completion shows a positive improvement over the past four years and at 80% is above threshold for full time students. Progression, 63.4% also remains consistently above the threshold for full time students. Our objectives relate to ensuring students who have a risk to equality

of opportunity are above OfS thresholds for continuation, completion and progression to ensure their equality of opportunity. This also aligns with the commitments outlined in our Student Success Strategy 2023/24-2025/26 as our key vehicle for change.

Within the APP objectives we have identified targets for ethnicity, gender, disability, age, and socio-economic status. There are also a number of commitments we have made as a result of our performance analysis, especially recognising intersectionality and where current data sets are below threshold of significance (i.e LGBTQIA+ and part-time students). We will continue to monitor the data across the student lifecycle students with these characteristics throughout the duration of this APP cycle and include interventions when and where appropriate.

The objectives will be monitored internally using our APP PowerBI dashboards, and externally, using the OfS APP dashboard.

Table 2: APP Objectives[1] and Targets

Access Objectives	Access Target
1. To ensure the access rate of disabled students is above the sector average in four years	To improve the access rate of disabled students from 12.2% to 17% over the next four years
Continuation, Completion & Degree Outcomes Objectives	**Continuation, Completion & Degree Outcomes Targets**
2. To ensure that full-time, first degree students from IMD quintiles 1 & 2 have a continuation rate above the sector threshold in four years	To improve the continuation rate for full-time students from IMD 1&2 from 75.2% in 2025/26 to 83% in 2028/29
3. To ensure that full-time, first degree students from Asian and Black backgrounds have a continuation rate above the sector threshold in four years	To improve the continuation rates for Asian & Black full-time students from 70.3% and 73.2% to 80% and 81% in the next four years
4. To ensure that full-time, first degree Mature students have a continuation rate above the sector threshold in four years	To improve the continuation rate for full-time Mature full-time students above threshold from 75.1% to 83% in four years
5. To ensure the continuation rate for full-time, first degree students with a declared disability is above the sector threshold in four years	To improve the continuation rate for full-time students with a declared disability from 76.4% to 84% in four years
6. To ensure the completion rate for full-time, first degree students from IMD 1&2 is above the sector average in four years	To improve the completion rate for full-time students from IMD 1&2 from 77.4% to 81% in four years
7. To ensure the completion rate for all full-time, first degree Black students is above the sector average in four years	To improve the completion rate for all full-time Black students from 77.2% to 81% in four years
8. To ensure the degree outcomes rate for full-time students from IMD1&2 is above the sector average in four years	To improve degree outcomes rate for full-time students from IMD1&2 from 68.5% to 76% over four years

---

[1] Current OfS thresholds taken from 2023/24

9. To ensure the degree outcomes rate for full-time Black students is above the sector average in four years	To improve degree outcomes rate for full-time Black students from 63.6% to 72% over four years
10. To ensure the degree outcomes rate for full-time students with a declared disability is above the sector average in four years	To improve the degree outcomes rate for full-time students with a declared disability from 69.4% to 78% in the next four years
Progression Objectives	
11. To ensure the progression rate for full-time students from IMD 1&2 is above the sector average in four years	To improve the progression rate for full-time students from IMD 1&2 from 62.5% to 70% in the next four years
12. To ensure the progression rate for full-time students from Black is above the sector average in four years	To improve the progression rate for full-time students from Black from 63.4% to 70% in the next four years
13. To ensure the progression rate for full-time students with a declared disability is above the sector average in four years	To improve the progression rate for full-time students with a declared disability from 63.4% to 70% in the next four years

4. Intervention Strategies

The following intervention strategies are designed to address the objectives identified in table 2 above. Strategies 1 to 3 focus on student lifecycle stages; from Access through to Success and Progression, with strategy 4 spanning the whole student lifecycle in support of students' mental health and wellbeing. The portfolio of interventions is summarised in the intervention strategy tables below; however, these are supplemented by detailed Theory of Change overviews produced to demonstrate the mechanisms and provide the rationale of how selected activities relate to longer term improvements of reducing inequalities within access, success, and progression student lifecycle stages.

4.1 Intervention Strategy 1: Access & Transition

Objectives	**Access**: Objective 1 **Transition**: Objectives 2, 3, 4 & 5	
Risks to Equality of Opportunity	**Risks** - Insufficient knowledge and skills required to be accepted onto HE courses - Insufficient information and guidance that will enable students to develop ambition and expectations, or to make informed choice about their HE options	**Risk impact** - Low attainment at Key Stage 3, 4 and 5, and/or limited subject choice at Key Stage 5 - Low progression rates to higher education - Low application success rates - Low on-course success

	Intervention	Actions			
No.	**Target groups**	**Activity**	**Outputs**	**Outcomes**	**Impact**
1a	Disability IMD1&2 Care experience	Widening Participation (WP) pre-16 Outreach programmes prioritised for range of WP groups – Primary programme – KS3/4 programme – National Saturday Clubs – Adviser activities	– Learners have multiple interactions with HE on all programmes – Learners experience campus and meet students and staff – Learners attend pastoral, academic and skills sessions – Specialist IAG activities with parents, carers and teachers	– Positive introduction to HE – Learners understand links between career and education choices – Learners identify and develop skills and capacities for future education success – Increased study and subject-specific skills	– Increased knowledge of HE and careers – Increased confidence, and consolidation of skills and academic expectations pre-entry – Increased application rates into HE for key WP groups

1b	Disability IMD1&2 Ethnicity	Upward Bound A 2-year attainment-raising Saturday programme for KS3-4 students	– Learners attend weekly maths and English classes – Learners have range of role models, including near-peers – Learners interact with career and IAG professionals – Learners participate in additional pastoral sessions, science workshops, poetry slam and residential – Parent /carer IAG sessions	– Increased understanding of GCSE curriculum – Increased study skills – Increased attendance and engagement at school – Increased self-efficacy – Informed decision making for progression – Increased sense of belonging and social capital	– Increased GCSE scores at Attainment 8 / Progress 8 – Students become successful independent learners – Enhanced peer relationships and social capital – Increased KS5 attainment – Increased HE progression rates for key WP groups
1c	Disability Care experience Age	Priority group activities – -Group / individual visits – Advisor programme – Pre-arrival transition activities for applicants and offer holders – 1-2-1 meetings with specialist advisors	– IAG sessions delivered for learners / external advisers – Learners have 1-2-1 discussions with specialist advisers – Learners interact with current students, including with lived experience – Invitation to all applicants who disclose a disability to register with the DDS and meet to discuss support available – Students are introduced to pastoral, academic and technology support available – Students are introduced to the campus environment	– Increased confidence in capacity to progress into HE – Informed decision making for progression including pastoral, academic and practical aspects, specific to needs – Increased knowledge of support services / processes – Earlier practical and financial support in place – Students familiar with campus earlier, helping to reduce stress and aid navigation – Enhanced confidence, understanding of expectations and sense of belonging at London Met	– Increased applications to HE – Increased conversion and enrolment at London Met – Reduced administrative burden for student during early weeks of programme – Reduction in number of crisis situations – Improved retention and results as support needs are addressed early – Increased on-course success

Evaluation	Our activities are informed by academic literature, evidence from prior activities and consultations with previous programme participants and student ambassadors. All activity is mapped onto the NERUPI framework to ensure age-appropriate outcomes and has been designed using Theory of Change tools, which inform our evaluation methods. We evaluate short-term and long-term outcomes, as well as our processes, and all long-term programme participants are tracked, where possible, using the Higher Education Access Tracker (HEAT). Programmes are reviewed regularly in a cycle of praxis. Our Upward Bound programme, our highest-intensity attainment raising intervention, may also move to OfS Type 3 evaluation

	over the cycle of this APP. Results of programmes will be shared with key stakeholders, our networks, including NERUPI and AccessHE to share what works /does not work to be able to generate best practice.
Investment	Year 1 - £23,000 Year 2 - £24,000 Year 3 - £25,000 Year 4 - £26,000

Intervention Strategy details

We will be focusing additional efforts to improve the University's support for learners with disabilities, who are underrepresented in our current student body. Our Disability and Dyslexia Service (DDS) already reaches out to every individual who discloses disability on their UCAS application. Working with the WP Team in strong collaboration, our DDS will be focusing upon raising awareness of HE support services in SENCOs / student advisors in partner colleges and schools. Work has additionally been initiated to address awareness of disability support services within the international student community. As with other transition work, the aim of this is to ensure that bespoke support arrangements are in place from day one of study to complement the disability support that exists through inclusive practice / provision.

4.2 Intervention Strategy 2: Success – Continuation, Completion & Degree Outcomes

Objectives	**Continuation**: Objectives 2, 3, 4 & 5 **Completion**: Objectives 6 & 7 **Degree Outcomes**: Objectives 8, 9 & 10	
Risks to Equality of Opportunity	**Risks** - Insufficient academic support - Insufficient personal support - Mental Health issues - Cost pressures - Capacity issues	**Risk impact** - Low continuation rate - Low degree attainment - Low progression rates - Low on-course attainment - Low wellbeing and/or sense of belonging - Poor mental health - Reduced attendance on-course - Less time to study

Intervention		Actions			
No.	Target groups	Activity	Outputs	Outcomes	Impact

2a	IMD 1&2 Ethnicity Age Disability	Deliver tailored programmes of proactive support to groups of students with similar academic needs.	– Personalised information, advice and guidance pro-actively delivered at key points in the student journey – Tailored study skills sessions delivered in a timely way, aligned to the student journey – Workshop sessions to build academic confidence and skills. – One to one and small group sessions to enable personalised support. – Training for staff delivering support	– Enhanced academic confidence and understanding of expectations and academic position – Development of effective study strategies and academic skills – Increased academic engagement & motivation to study – Enhanced sense of belonging	– Improved student engagement – Reduction in number of reassessments following first sitting – Increase in progression without resits – Improved continuation, completion rates and academic outcomes.
2b	IMD 1&2 Ethnicity Age Disability	Deliver an enhanced Personal Academic Tutor (PAT) scheme for level 3 & 4 students	– Personalised student orientation and induction – Group and individual information, advice and guidance – Activities to develop a sense of belonging	– Enhanced academic and personal confidence – Improved engagement of students with their studies – Improved sense of belonging	– Improved new student engagement – Reduced withdrawal rates for new students. – Improved first submission outcomes – Improved continuation rates
2c	IMD 1&2 Ethnicity Age Disability	Deliver intensive training and support through the course enhancement programme (MET-CEP) where continuation and completion rates are low.	- Bespoke course support programme informed by analysis of course student withdrawals identifying reasons why students withdraw and when. - Development of online resources and in person training sessions. - Dissemination of sector and institution good practice examples	– Enhanced teaching, learning and assessment that supports student continuation – Improved student experience	– Reduction in number of reassessments following first sitting. – Increase in progression without resits. – Improved student engagement. – Improved continuation and completion rates.
2d	IMD 1&2 Ethnicity Age Disability	Deliver a comprehensive programme of Transition activities.	– Identification of transitions needs for LMU students – Variety of transition activities aligned to identified needs – Engaging online transition resources	– Enhanced academic and personal confidence at start of course – Enhanced knowledge and understanding of LMU, expectations, sources of support and learning in higher education.	– Improved new student engagement – Reduced withdrawal rates for new students. – Improved first submission outcomes – Improved continuation rates

| 2e | IMD 1&2 Ethnicity Age Disability | Deliver ESJF Inclusive Curriculum Tool to courses with awarding gaps above the institutional average | – Bespoke course team support through facilitatory workshops to identify causes for awarding gaps through use of ESJF Inclusive Curriculum Toolkit
– Action planning to address causes at varying levels of curriculum delivery | – Enhanced teaching, learning and assessment that delivers an inclusive curriculum in line with core principles
– Improved student experience | – Reduction in average module mark gap
– Reduction in reassessment
– Reduction in non-submission
– Improved student engagement
– Improved continuation and completion rates |

Evaluation	This intervention strategy is designed using existing evidence from previous delivery underpinned with relevant literature from the sector including reports and research undertaken (including TASO evidence hub). All activities outlined in this strategy have undergone a review following a mapping exercise using Theory of Change methodologies to allow better alignment with high-level KPIs. This process included the use of actionable measures and research informed outcomes which form a key part of the monitoring and evaluation approach. The intention is to evaluate each activity independently as opposed to deploying a whole intervention evaluation approach. Since we are adopting a whole provider approach and most APP activities are cross-cutting, our evaluation will mainly be 'association-based' rather than producing causal evidence. Where feasible and actionable, a combination of process and impact evaluation will be used to determine the success of both delivery and outcomes. This includes student engagement tracking, monitoring and deploying mixed method approaches to measure the effectiveness and impact of the intervention generating at least OfS type 1 evidence with the aim to enhance quality, robustness, and rigour annually. In regular timeframes, reports are produced where results and key findings will be published and shared among key stakeholders and wider networks.
Investment	Year 1 - £634,000 Year 2 - £647,000 Year 3 - £660,000 Year 4 - £673,000

Intervention Strategy details

All our Success Strategy activities will support students from the target groups along their student journey at the university. Tailored programmes of support will be informed by withdrawals analyses (which students drop out, when and why), student feedback and good practice from the sector. Tailored programme of support will aim to deliver a range of timely, personalised academic advice and support for students at transition points together with relevant study skills activities, information, mentoring and signposting to provide relevant holistic learning support. Support will mostly be delivered by subject-specific, dedicated Academic Mentors (academic staff members), Personal Academic Tutors and Student Success Coaches. Programmes will help to promote students' active academic engagement and student experience through fostering inclusive learning environments effective to

enhance the sense of belonging and better academic outcomes. With more robust data from year-on-year evaluation, tailored programmes of intervention will become increasingly cost effective.

Personal Academic Tutors (PATs) will be deployed to focus on providing support and guidance for new students. Every level 3 and 4 student will be allocated to a PAT who will be an academic member of staff from their School. Providing both group and individual support, PATS will ensure that students have the information and support they need to quickly develop their academic confidence and develop a sense of belonging at LMU.

The MET CEP programme provides intensive support to courses where continuation, completion and/or graduate outcomes are below expectation, especially where courses have a high proportion of students from diverse backgrounds. With large student cohorts, providing these course teams with expert support in strategies proven to improve continuation through the removal of barriers at course level, this inclusive approach will impact positively on our target groups.

The Education for Social Justice (ESJF) Inclusive Curriculum Tool and facilitatory workshops have been designed to realise our commitment to a curriculum which is accessible, reflects our diverse body of students and prepares our students to make a positive contribution to the global environments. Created by a Working Group consisting of academic colleagues from a range of disciplines and colleagues with expertise in inclusive and student-centred practice, the group also represents the diversity of our students (i.e. disability, BAME) who bring their expertise and backgrounds to the fore in the delivery of the tool across London Met to impact our community.

We recognise that effective transition to higher education study and life is essential for our target groups. Building academic confidence at the outset of the student journey together with orientation and developing an understanding of expectations and how higher education functions will give students from our target groups the skills to succeed from the start of their journey. An essential element of transition for this target group is building a sense of belonging through developing excellent working relationships with staff and peers and feeling equipped and confident to navigate and drive their unique student journey and achieve their aspirations.

4.3 Intervention Strategy 3: Progression

Objectives	**Progression**: Objectives 11, 12 & 13	
Risks to Equality of Opportunity	**Risk** - Progression from higher education (Students may not have equal opportunity to progress to a positive outcome)	**Risk impact** - Low progression rates - Lower progression to further study for students with particular characteristics - Low diversity in specific areas of the labour-market - Lower earning for students with certain characteristics - Lower levels of job satisfaction

Intervention		Actions			
No.	Target groups	Activity	Outputs	Outcomes	Impact
3a	IMD 1&2 Ethnicity Disability Gender	Embed 80% of employability skills development into the curriculum to enhance the employability skills of the target groups	– Implementation of the Employability Skills and Attributes Development Tool – Implementation of an LMU Careers Passport and resources for students and staff – Upskilled School Employability Partners to work collaboratively with course teams to embed employability in the curriculum and assessment – Implementation of an enhanced Student Enterprise offer focusing on start-ups and freelancing. – Implementation of an enhanced work-based learning offer	– Course level action plans achieved by all course teams with a full range of employability skills embedded in every course – Students develop a Master CV with their learning, work placement, and other employability experiences described and explained for job applications and interviews – Increased confidence and self-efficacy in pursuing career opportunities	– Increase in Careers Readiness lead indicator for target groups – Increase in % of graduates from target groups in graduate level employment – Increase in number of target group graduates opting for an entrepreneurial career
3b	MD 1&2 Ethnicity Disability Gender	Provide tailored Careers Mentoring Scheme for students to raise confidence, provide role models and help students career planning	– Students paired with mentors from relevant fields for guidance and support over 5 months – Training and resources provided to students and mentors to maximise mentoring relationship – Careers and skills workshops provided to complement the mentoring programme – Post mentoring careers guidance group sessions for students to reflect and apply learning gained into an action plan	– Enhanced confidence and self-efficacy in pursuing career opportunities – Increased knowledge of career areas and career pathways	– Increase in Careers Readiness lead indicator for participating students – Increase in % of graduates from target groups in graduate level employment

3c	MD 1&2 Ethnicity Disability Gender	Deliver an enhanced Met Grad Programme to recent graduates to support them to be successful in the graduate labour market	– Promotion of Met Grad programme to target groups – Assessment of graduate needs through a pre survey – Entrepreneurship and careers guidance appointments and workshops focusing on application and interview skills – High quality online resources to support application and interview preparation – Targeted promotion of job vacancies, employer and recruitment links to facilitate job searches	– Increased confidence and self-efficacy in pursuing career opportunities – Increased knowledge of career area and career pathways – Improved quality of job applications and interview performance	– Participating graduates report improved job seeking confidence and skills. – Increase in % of graduates from target groups in graduate level employment

Evaluation	This intervention strategy is informed by research in the sector. All activities include actionable measures and will be evaluated independently as opposed to deploying a whole intervention evaluation approach. Since we are adopting a whole provider approach and most APP activities are cross-cutting, our evaluation will mainly be 'association-based' rather than producing causal evidence. We shall adopt two approaches to evaluation - process evaluation and outcome/impact evaluation. A combination of process and impact evaluation will be used to determine the success of both delivery and outcomes. This includes tracking student engagement with activities, monitoring internal data points such as Careers Pulse and Careers Readiness and deploying mixed method approaches to measure the effectiveness and impact of the intervention generating at least OfS Type 1 evidence with the aim to enhance quality, robustness, and rigour annually. In regular timeframes, reports will be produced where results and key findings will be published and shared among key stakeholders and wider networks.
Investment	Year 1 - £185,000 Year 2 - £189,000 Year 3 - £192,000 Year 4 - £196,000

Intervention Strategy details

A key institutional priority is to improve graduate success outcomes. Our institution-wide Careers Education Framework, rooted in social justice, aims to improve graduate outcomes through strong partnerships among teaching teams, Careers and Employability, Work Based Learning, Student

Enterprise, alumni and employers. This Framework was first implemented in 2019/20 and has been established and integrated throughout the student lifecycle, offering careers education, accredited work placements, internships, and live projects adaptable to any discipline. It includes targeted employability support to help students develop themselves as values-driven individuals, set goals for employment, further study, or entrepreneurship, and progress as inclusive employees and leaders in their careers. This integrated partnership approach has been recognised by the OFS as a university wide example of careers innovation and impact (AGCAS, 2024).

Our Graduate Success Plan builds on London Met's Careers Education Framework with four pillars of work to deliver long term, transformational change. The aim is to develop a whole provider approach to improve graduate outcomes through four key pillars of work – staff and curriculum, employers and alumni, students and communications. Each pillar has a dedicated working group with terms of reference and a project plan that draws on proven best practice from the sector. The working groups also support work to increase the graduate success of our target groups. There is a Steering Group responsible for driving the Graduate Outcomes agenda forward by overseeing and monitoring progress and providing challenge to the working groups.

4.4 Intervention Strategy 4: Health & Wellbeing

Objectives	**Continuation**: Objectives 2, 3, 4 & 5 **Completion**: Objectives 6 & 7 **Degree Outcomes**: Objectives 8, 9 & 10 **Progression**: Objectives 11, 12 & 13	
Risks to Equality of Opportunity	**Risks** - Insufficient academic support - Insufficient personal support - Mental Health - Cost pressures - Capacity issues	**Risk impact** - Lower continuation rates - Lower on-course attainment - Lower completion rates - Lower satisfaction scores for NSS questions relating to mental health and wellbeing - Increase in uptake of academic support - Increase in uptake of welfare support/hardship funds - Increasing and/or high proportions of students accessing provider-run wellbeing and counselling services - Increase use and reporting of extenuating circumstances (e.g. accommodation) - Lower proportions of students progressing to further study and into employment/labour market

Intervention	Actions	

No.	Target groups	Activity	Outputs	Outcomes	Impact
4a	IMD 1-2 Disability Gender Ethnicity	Deliver a Disabled Students Buddy Scheme to support first year enrolled students with settling into university life and accessing all areas of support that they require.	− A team of trained volunteers (second- and third-year students) with ongoing support and supervision paired with first year of study disabled students. − Regular group social events helping new students to feel part of the London Met community. − Guidance on external support available to students.	− Improved understanding of support offer. − Improved engagement with available support. − Increased feeling of community and collegiality within the university. − Increased social and friendship networks. − Increase in independent skills that students hold. − Development of wider support networks by students. − Increased communication and self-advocacy skills.	− Enhanced student experience based on satisfaction with university life and sense of belonging. − Reduction in number of reassessments following first sitting. − Increase in progression without resits. − Improved student engagement. − Improved continuation and completion rates.
4b	IMD 1-2 Disability Gender Ethnicity	Deliver bespoke workshops for students with registered disabilities including: • Get Tech Go, a technology-based study skills workshop series • DSA Own It workshops for disabled students to aid understanding of application and engagement around	− Implementation of a workshop series focussing upon key aspects of study – reading / research, note-taking, composition, proofreading, time management and revision. − Group workshops for students with disabilities to provide information on the support which can be provided by DSA. − Advice and assistance for students completing an	− Improved understanding of support strategies using university-based technology tools including assistive technology tools. − Improved efficiency and efficacy regarding study-based activity. − Improved IT competency.	− Enhanced student experience based on satisfaction with university life and sense of belonging. − Reduction in number of reassessments following first sitting. − Increase in progression without resits. − Improved student engagement. − Improved continuation and completion rates.

		Disabled Students Allowance. • Simply Social, a weekly peer support session for students with ASD.	application for DSA and accessing and regularly using their approved DSA Support. − Implementation of a wider programme of workshops focusing on enabling study strategies, informed by student feedback.	− Improved academic confidence and independence. − Increased percentage of students accessing DSA. − Increased percentage of students accessing disability support through the Disabilities and Dyslexia Service (DSA).	
4c	IMD 1-2 Disability Gender Ethnicity	Provide enhanced tailored workshops around financial wellbeing for groups of students including: • Care leavers and estranged students • Students accessing the Hardship Fund • Level 3 & 4 students	− Promotion of the Blackbullion Pathways > Master your Money > Budgeting > Setting and achieving your financial goals − Timely information and advice about the Hardship Fund − Signposting to additional financial support from Trusts and charities and specialist external debt advice.	− Improved understanding of financial support available. − Improved knowledge and skills to manage finances effectively.	− Enhanced student experience. − Reduction in number of reassessments following first sitting. − Increase in progression without resits. − Improved student engagement. − Improved continuation and completion rates.
4d	IMD 1-2 Disability Gender Ethnicity	Deliver enhanced support workshops for specific groups of students such as: • Care Leavers and estranged students • Survivors of sexual and domestic abuse • Students with anxiety	− Awareness raising of a range of workshops and groups accessible to students. − High quality, relevant information, advice and guidance provided through tailored workshops together with supervised peer support − Promotion of the care leaver Bursary − 1-1 support from names student advisers for Care Leavers & estranged students	− Disclosure and explorations can be made in a safe and supportive environment − Decreased feelings of isolation and increased connectedness − 100% take up for eligible care leavers	− Enhanced student experience. − Reduction in number of reassessments following first sitting. − Increase in progression without resits. − Improved student engagement. − Improved continuation and completion rates.

Evaluation	All activities included in our APP will be independently evaluated. Since we are adopting a whole provider approach and most APP activities are cross-cutting, our evaluation will mainly be 'association-based' rather than producing causal evidence. We shall adopt two approaches to evaluation - process evaluation and outcome/impact Evaluation. The process Evaluation will entail quarterly monitoring of activity engagements and targets reached. On the other hand, outcome evaluation will embark on establishing whether the set objectives were achieved and to achieve this, different approaches will be used including surveys and feedback from students.
Investment	Year 1 - £67,000 Year 2 - £68,000 Year 3 - £69,000 Year 4 - £71,000

Intervention strategy details

The health and wellbeing of students is recognised as an important factor in keeping students on course. Support will be tailored to focus on the academic, personal, and social aspects their experience through the lens of accessibility and inclusion. Bespoke workshops scheduled throughout the academic year will be available to empower students with the practical skills such as technology strategy through the 'Get Tech Go' series and utilising the Disabled Student Allowance for students with registered disabilities. Personal support focusing on destigmatising financial welfare concerns will be available through access to the hardship fund and 'Money Matters' workshops facilitated between Counselling and the Student Money and Accommodation Advice Service. Social and interpersonal aspects of inclusion will be targeted through our new 'Simply Social' peer support group and DDS Buddy Scheme. The interventions recognise that addressing the academic, personal, and social needs of students offers a holistic and more complimented approach to student support.

4.5 Intervention Strategies Costs

All intervention strategies have been co-developed with key stakeholders across the institution. The strategic approaches are evidence informed through reviewing sector good practice and relevant literature as well as internal knowledge and insights from practitioners undertaking this work. The overview below outlines the forecasted financial investment into delivering the four identified intervention strategies across the duration of this plan.

Intervention strategy	Total Cost (Activities only)

1 – Access and Transition	**£98,000**
2 – Success (Continuation, Completion and Degree Outcomes)	**£2,614,000**
3 - Progression	**£762,000**
4 – Health and Wellbeing	**£275,000**

5. Whole Provider Approach

5.1 At London Met, Equity and Inclusion is Everyone's Responsibility.

> **We have always been an institution grounded by a deep social mission to transform lives through the power of education. All members of the University are united by the ambition to achieve lasting and impactful change through, and for, our community.**

Our APP is fully supported by the institution's senior leadership who are actively advancing equity in all areas. Thanks to this comprehensive support and longitudinal commitment, the work of our university community is enabled to develop innovation throughout the student lifecycle, based upon an ethos of social justice. This section outlines how London Met takes a holistic approach to supporting our students' success.

5.2 Education for Social Justice Framework

Continuing our historic commitment to widening access to higher education, in 2020 London Met launched our distinctive Education for Social Justice Framework (ESJF), driven by our belief that our curricula and practice should align with principles of equity, with who our students are, and the challenges facing London and its communities.

The values-based ESJF, designed and developed by staff and students, underpins all institutional strategies, ensuring that social justice, equity, diversity and inclusion remain at the heart of our institutional mission, and the way we deliver that mission.

At its core, the ESJF has been created to tackle the causes of differential outcomes between student groups through a framework designed support academic and professional service colleagues in redesigning our curriculum and student experience to focus on providing an environment that enables our diverse students to gain knowledge and awareness, develop their potential and achieve success that empowers them in their careers.

This is why the alignment of the ESJF with our institutional strategies is of critical importance at London Met. The ESJF, working alongside other change programmes delivered through our institutional strategies, is having a positive impact across the student journey for our diverse body of students with 94% falling into one or more categories of underrepresentation for risk to equality of opportunity. Outputs include improved pre-entry guidance and induction, embedding inclusive course content, enhanced academic and personal support and the embedding of career education in the curriculum. This has led to;

- reduction in the ethnicity degree-awarding gap from 17pp to 9pp within 3 years
- increased satisfaction in the National Student Satisfaction (NSS) survey, compared 2024 with 2020 results: showing higher positivity ratings for teaching (85.2% vs 83.1%), assessment and feedback (82.2% vs 76.4%) and academic support (85.3% vs 78.9%)

London Met is now ranked as one the best universities in the country for teaching quality (9th out of 129), student experience (10th) and social inclusion (in the top quarter), according to the Times Good University Guide 2024.

The transformative impact of implementing our ESJF is also reflected in London Met gaining a Silver award in the latest Teaching Excellence Framework (TEF) 2023. The TEF judging panel evaluated the areas of teaching, assessment and feedback, learning environment, course content and student engagement as "outstanding", and learning resources as "very high quality" for our diverse student body.

With these indicators of success, we are committed to ensuring the ESJF continues to have impact on delivering equality of opportunity to our students by refreshing the framework in 2024/25 aligned with the commitments within our new APP.

5.3 Decision Making and Accountability

The strategic direction and oversight of the APP at London Met is with the Deputy Vice Chancellor and Provost (Academic) who is a member of the University's Senior Leadership Team (SLT) which has overall responsibility for the APP. With the Vice Chancellor as Chair of SLT, the APP is discussed and approved at the highest level, with final sign-off of the APP with the Chair of the Board of Governors. As collaboration is a core value at London Met, SLT work with members of the Senior Management team to ensure the Board of Governors are kept fully informed on progress towards targets and commitments outlined in our APP throughout the 4-year period.

In 2020 the University expanded the committee structure to increase scrutiny and accountability of activities funded by the APP to ensure we are delivering evidence-based interventions to address institutional practices which result in disparities in student outcomes. In addition, APP programmes are developed in consultation with staff, the Students' Union, and students, and are subject to review and approval in accordance with University governance structure. Within this revised governance structure, the APP and student success, form part of the terms of reference for the Learning and Teaching Quality Commitee which is chaired by the Deputy Vice Chancellor & Provost with the Dean of School of Health Sciences as the Deputy Chair. This committee reports to the senior committee of Academic Board chaired by the Vice Chancellor. Other cross-institutional committees with responsibility for delivering targets and specific programmes of work (inc. monitoring and evaluation) are the Student Experience Committee and Equality and Diversity Commitee, as well as the Academic School Management teams.

In academic year 2024/25, the Vice Chancellor has brought together leads of all institutional strategies, including the APP, to monitor the extent to which there is coherence and impact of the enabling strategies. Chaired by the Vice Chancellor, this group will focus on student outcomes and the implementation of the APP. For us this means the APP will have wider impact at London Met and ensure we continually address issues related to equality of opportunity for students and deliver a whole institution approach to addressing inequality.

Operational oversight of the APP (including monitoring School level targets) is provided by the APP Operational Group (APOG) which is a sub-group of our Learning and Teaching Committee. The eight identified risks, and risks not included in this APP are closely monitored and addressed through APOG and reported to LTQC. The APOG is made up of senior representatives from across the University including Students' Union sabbatical officers and senior leadership, Directors of Professional Services teams, Academic Heads of Student Experience, and Heads of Equity and Inclusion departments. The APOGs work is further enabled by student success, fair outcomes and inclusion based key performance indicators at Board level.

Accountability for APP actions to improve fair outcomes targets has been placed at every level of our quality assurance strategy. Accessible data is provided down to module level, with equity assurance plans in place for module, course, department, subject and school leadership teams.
Under the Student Success Strategy, the newly developed course enhancement process (CEP) for 2023/24 includes a high impact strand of the process named, MET-CEP. This strand of course enhancement identifies courses with a significant impact on student outcomes and success through a data dashboard, and critically provides wraparound support, and empowerment of, course teams to address the issues impacting on our diverse body of students.

The process has a strong focus on inclusive approaches to curriculum development and risks to equality of opportunity through the creation of an ESJF Inclusive Curriculum Tool and facilitatory workshops which supports course teams with large degree awarding gaps to reflect on and change their curriculum. Course teams work with colleagues within our Centre for Teaching Enhancement and Centre for Equity and Inclusion to take immediate actions to ensure we realise three key principles; that our curriculum is accessible, that students are reflected in the curriculum, and that students gain skills to contribute positively to the wider world.

5.4 A Commitment to Evidence-Based Practice

As a university, we are committed to developing a strong evidence base and evaluative core, capable of identifying and replicating success; and creating a regenerative cycle of practice and innovation throughout the University. Active researchers within the University ensure that our APP activities reflect contemporary scholarly understanding and engage in a continuous cycle of evaluation. In addition, APOG work across academic schools to develop strong evaluation practice to further share a 'what works' approach in inclusive practice and eliminating disparities in student outcomes. This approach can be seen in our Inclusive Practice Compendium which showcases impactful teaching being delivered across London Met into a compendium of case studies of inclusive practice from a variety of academic disciplines inspired by our ESJF.

5.5 Alignment with Key Institutional Strategies

Our Corporate Plan 2019/20-2024/2025 has laid the foundations for London Met to accelerate progress towards delivering a high-quality student experience and excellent student outcomes. Students come to us when they recognise that they are not prepared to settle for the life and opportunities that were determined for them at birth. The education we offer has changed the lives of so many of our students and, in so doing, we are helping to drive real social change and transformation. Our underpinning strategies ensure we continue to make progress over the time frame of this APP, and beyond.
The strategies are connected and reflect each other to ensure synergies and a whole provider approach.

Student Success Strategy – a vehicle for step change

Our Student Success Strategy 2023/24 - 2056/26 is informed by our Education for Social Justice Framework, placing equality, diversity and inclusion at the heart of work in student success, and closely aligned with our APP. Our commitment to creating opportunities for students from all backgrounds is delivered through five key strands to ensure we deliver excellent student outcomes and experience;

- Teaching Quality to ensure students are confident that their courses are inclusive, high quality and industry relevant
- Student Support to ensure our students feel welcome and connected to the University and its communities from the moment they enrol
- Academic Operations to ensure students can complete University related administration quickly and easily from anywhere
- Learning Environment to ensure students can access appropriate resources, technologies and the spaces they need at the right time for them
- Graduate Success to ensure students are on a career journey that will expand their horizons, develop new skills and embark on their desired career

The work within the strands of the Student Success Strategy have been designed to create a step change in our approach to student success, and to ensure we deliver more than 'business as usual'. This is particularly important with regard to the development of this APP, where we recognise a shift is required to improve our students' experience across the lifecycle to address inequalities in opportunity. The Student Success Strategy is already in operation and is beginning to have real impact, combined with the targets and commitments outlined in this APP, we are confident that we will see a significant improvement for our students from diverse backgrounds.

Digital First Strategy

Our Digital First Strategy 2021/22-2025/26 is fundamentally about empowering students to build a personalised, flexible and accessible digital learning environment. Following a yearlong consultation process with students and staff, this ambitious plan came into being in 2021/22. It enables students to learn at their convenience, from any location. Our aim to foster a culture where students are confident and competent in navigating and thriving in an agile, digital environment. By integrating digital approaches in our teaching and learning, we're making it clear where digital can add value to their educational experience and success.

Estates Strategy

Our Estates Strategy 2022/23 - 2031/32 will see £180 million invested in creating vibrant campuses with cutting-edge facilities, transforming the experience of our students over ten years. Through this strategy, we will inspire our diverse body of students by ensuring we use our estate to deliver positive learning outcomes through building a physical sense of belonging and identity. With inclusion at the centre of the Estates strategy, each School will have its own heart on campus, consisting of a School Office, academic offices, specialist teaching spaces, pastoral and academic support and independent learning spaces providing our students with exceptional learning facilities and bespoke support. Aligned with this, our learning spaces and libraries will be reconfigured to support the changing digital learning requirements of our Digital First Strategy.

People Strategy

Finally, our first dedicated People's Strategy represents our ongoing commitment to build a thriving, supportive community, nurturing ambition, pride, wellbeing, and inclusivity for all our students and staff. We value our diverse and talented staff community which is dedicated to inspiring our students to dream big and achieve their goals.

5.6 Working in Partnership with Students

We will continue to work in full partnership with students and the Students' Union to maintain their continual involvement in our commitments outlined in our APP. The diverse range of skills and life experience of our students is reflected in the expertise of our staff, providing for a relatable, accessible community that can support their ability to contribute to, and navigate the University. We will draw upon student expertise and experience to improve all support provision and services at the University.

5.7 Student Partnership Agreement

In 2021/22 the University worked in partnership with the Students' Union and other stakeholders to develop London Met's first ever Student Partnership Agreement (SPA). This project recognises a cultural step change as we move closer to best practice approaches in authentic partnership working.

The SPA is the culmination of engagement at every level of our learning community, and it incorporates other key strategies and documents that complement the partnership. This includes the Education for Social Justice Framework, the Student Success Strategy and the Students' Union and University Strategic Plans. The SPA reflects the commitments in those documents, defining what our work will look like in practice.

5.8 Student Partnership Programmes

Following on from the development of our SPA, two key student partnership programmes are now central to the delivery of our APP:

- London Met's Student Curriculum Partners (SCP) work in partnership with academic teams to review course materials and help academics reflect on their practice through a student-focused lens. As current postgraduate and undergraduate students, SCPs advise academic colleagues on how courses can be made more engaging and accessible to all students, ensuring they embed London Met's principles of inclusivity to support our students' success and fair outcomes.

  The SCP scheme aims to improve the experience, skills and outcomes of all our students by contributing to the creation of a curriculum that ensures all students, regardless of background, can participate fully and see themselves reflected in their learning. The scheme forms part of key interventions with the University's APP and Student Success Strategy (Teaching Quality Strand), supporting the wider principles of student co-creation outlined within the SPA.

- The Peer-Assisted Student Success (PASS) Scheme is designed to enhance first year students' (Level 3&4) academic success and integration into university life. This aligns with the APP, Institutional KPIs, and the OfS priority of improving student continuation and completion rates as well as reducing the awarding gap.

  The PASS scheme forms part of key interventions within the University's Student Success Strategy (Student Support Strand) with the key metric of success for continuation being student participants passing their first point of assessment within their first year of study.
  The PASS scheme is implemented in the form of a course-embedded model available for allocation in all undergraduate degree programmes, to boost academic student success and cohort bonding. It is a nonremedial, peer-led approach to learning whereby trained and paid second and third-year student mentors (Success Coaches) provide academic coaching to first-year students. Success Coaches work in a semi-professional role in small-group sessions scheduled regularly and designed to supplement existing learning opportunities, also helping to reinforce the coaches own learning.

5.9 Ethical Engagement with Community and City Partners

We understand our civic responsibility. We also recognise that within our local communities there is expertise and rich understanding of the complex problems we seek to address. Through London Met Lab: Empowering London, the University is ensuring equitable civic engagement partnerships and activities that, as community-based educators, we believe is invaluable both to the health of our local communities but also to ensuring the relevance of our academic practice.

6. Student consultation

The Students' Union and Student representatives at London Met are actively involved and represented at key committees to oversee the implementation, monitoring and evaluation of our Access and Participation Plan. These committees include:

- Access and Participation Operational Group (APOG)
- Learning and Teaching Quality Committee (LTQC)
- Student Experience Committee
- Equality and Diversity Committee
- Academic Board
- Board of Governors

The University and Students' Union have strengthened their relationship over the past four academic years, which has helped identify collaboratively opportunities to work together on enhancing student voice and partnership work. As a result, students' insights and feedback influenced the overall direction of this plan and informed its strategic interventions.

During the development of the APP, student consultations offered the opportunity to discuss the most pressing issues and concerns experienced by students post pandemic. These consultations included:

- SU led focus groups which highlighted the importance of putting an emphasis on the risks associated with the ongoing impacts caused by the Covid-19 pandemic; associated cost pressures; and mental health to be addressed in this plan.
- The SU collaborated effectively with the university to support the APP agenda by raising awareness and communicating the range of activities. This resulted in more diverse opportunities and ways to input, shape the direction and provide feedback on their experience. Approaches will be further co-developed to enable a wider range of students to engage, reflect and provide valuable feedback to deliver activities more effectively in future.
- Pulse surveys were co-designed and launched with the SU as partner to inform current and new APP priorities and interventions for the new submission. Students identified - "Learning and study environment," "Access to personalised academic support," and "Cost of living pressures" as the most important items influencing their ability to be successful at London Met. "In-person advice and well-being services" were considered as the most meaningful activities to be successful as a student.
- Through regular meetings with SU representatives, it transpired that further work needs to be undertaken to enhance awareness, visibility and accessibility of our Access and Participation Plan in general. This relates to the overall ambition of the plan, using accessible and clear language, alongside establishing coherent channels for students to share their insights and feedback moving forward.

7. Evaluation of the plan

7.1 Strategic approach and existing evaluation capacity

As a strategic priority, London Met seeks to strengthen existing evaluation practices across the institution for the duration of this plan. This journey began during our previous APP when we reviewed our existing evaluation practice and put an institutional focus on the importance of enhancing our evaluative culture. As a key step, a central planning department was created alongside substantial investment in data infrastructure, analysis, and reporting. The introduction of PowerBI dashboards (data visualisation software) allowed us to have a more systematic approach to monitor student-level data and continuously assess overall progress made against set targets.

There is also a shared responsibility for evaluation activity across Schools and Professional Service Departments and work has taken place to increase colleagues' understanding and involvement to strengthen evaluation practices overall. This will be accompanied by the development of materials, resources, and evaluation tools to enhance consistency and rigour moving forward which also builds on colleagues' existing skills and supports the dissemination of effective practice.

This approach also intends to drive forward the evaluative culture by enabling cross-institutional collaborations and the sharing of learning resultant from this process. Since our last APP, we have progressed in shaping our whole provider approach to evaluation with the ambition to continue developing this further.

7.2 Standards of evidence & "What works"

All activities included in our four overarching intervention strategies are broadly considered evidence-based and underpinned by a Theory of Change (ToC) methodology and relevant research and available sector evidence. The use of ToCs is also crucial for creating a robust evaluation process including the identification of clear monitoring targets, the expected changes in outcomes, and what feedback and data sources are used to evidence that stakeholders are impacted positively by the intervention. Mapping all core activities onto high-level ToCs helped to ensure that all key staff members develop a shared understanding of the main steps involved in the delivery of activities from the outset.

All activities included in our plan will be, as far as possible, independently evaluated. Since we are adopting a whole provider approach and most intervention strategies are cross-cutting, our evaluation will be 'association-based' (Type 2) rather than 'causal evidence' (Type 3 evidence). However, where practicable and ethically feasible, we undertake Type 3 impact evaluations for example for our flagship Access programme Upward Bound.

We have adopted two approaches to evaluation - process evaluation and outcome/impact evaluation. Process evaluation will entail regular monitoring of activities engagement and targets reached as well as establishing whether the set objectives are achieved and/or progress has been made towards delivery of the intervention. On the other hand, outcome/impact evaluation will embark on establishing whether the changes in desired outcomes are taking place for our students. To achieve this and to generate a more comprehensive understanding of "what works", mixed-methods approaches will be used combining both quantitative and qualitive data evidence (details in evaluation plan; table 3, pp 28). A variety of research instruments and data sources including surveys, interviews, focus groups and student engagement/performance data will be used among others. Where possible, we will deploy validated survey instruments and frameworks from the sector networks (TASO, HEAT and NERUPI) to ensure rigour and comparable evidence.

7.3 Learning from our evaluations

We envision that the evaluation outputs will strengthen our understanding of "what works" and we intend to continuously review and refine the evaluation processes to inform future programming. We aim to utilise these insights to refine the portfolio of activities moving forward so that risks to equality of opportunity can be addressed more effectively in future.

7.4 Students as co-creators in evaluation

Students play a vital role in the delivery and are actively involved in the evaluation of our access and participation activity. Our evaluation strategy places the student experience at the heart of the plan and empowers students to contribute and provide their feedback to shape the support across all lifecycle stages from access, success through to progression. During the design, development, and

evaluation stage of the interventions, students are encouraged to provide feedback on their experiences to further understand the impact but also barriers and challenges experienced. Proactively including the Student Voice and insights form part of our Students as Partners approach which extends to all APP activities. Lifting and foregrounding diverse sets of student views through innovative and creative ways is key considering our diverse student body composed of many different identity markers. The Student Partnership Agreement is our internal document reflecting on these commitments co-produced by students. We are striving for more students to be involved in the ongoing development, monitoring, and evaluation of the plan.

7.5 Publication & dissemination of evaluation findings

Regular reports, updates, and insights will be produced and communicated through a range of channels to inform all stakeholders about our evaluation findings across the portfolio of activities. Most of the activities will be evaluated annually (details on timeline in table 3) and reports shared. We aim to publish summary reports and related information on our university website, internal newsletters, blogs (where applicable), conferences, sector repositories (OfS or TASO) and via internal communication channels.

We continue to maintain and further develop active partnerships and engage in sector networks around evaluation. These include internal partners within London Met and external organisations and networks such as Access HE, NERUPI, TASO, NEON, FACE, HELOA. A glossary is added to this plan (Annex B; pp. 56 - 69) defining and explaining key terminology used in this document which we hope to develop further over time as well as publish online on our website.

Link to glossary APP Glossary

Table 3: Evaluation Plan

Activity	Outcomes to be evaluated	Evaluation approach	Evaluation cycle
Access and Transition			
Widening Participation (WP) Outreach programmes	– Increased knowledge of HE and careers, confidence, consolidation of skills and academic expectations pre-entry – Increased progression rates into HE	- Pre/post participant surveys, - qualitative research including NERUPI question bank standardised questions across core programmes - HEAT longitudinal tracking (Type 2)	Annually from May 2026
A 2-year attainment-raising Saturday programme for KS3-4 students (Upward Bound)	– Increased GCSE scores at Attainment 8 / Progress 8 – Increased attainment at KS5 – Improved academic/study skills, self-efficacy & educational expectations – Improved social/life skills & attitudes	- Evaluation framework deployed incl. triangulation of multi-stakeholder feedback - Academic performance analysis (Type 3) - HEAT longitudinal tracking & evaluation	Annually from May 2027
Priority group activities (Group / individual visits, Adviser programmes)	– Increase confidence in learners' capacity to progress into HE – Increased application success rates – Increased progression rates into HE	- Participant Survey & qualitative feedback, including NERUPI question bank - HEAT tracking (Type 2)	Annually from May 2026
Pre-arrival programme for applicants and offer holders	– Increased conversion and enrolment at London Met – Positive introduction to LMU and improved awareness of service & support provision available	- Participant Survey & qualitative feedback, including NERUPI question bank, - Tracking (Type 2)	Annually from May 2026
University-wide marketing and recruitment activity	– Increased applications to London Met – Increased progression rates into HE	- Participant Survey & Tracking (Type 2)	Annually from May 2026
Success – Continuation, Completion and Degree outcomes			
Deliver tailored programmes of proactive support to groups of	– Enhanced academic confidence and understanding of expectations and academic position	– Pre/Post Student performance analysis to include a variation of lead indicators identified internally	Annually from September 2026

students with similar academic needs.	– Development of effective study strategies and academic skills – Increased academic engagement & motivation to study – Enhanced sense of belonging	e.g. improved first submission outcomes – Stakeholder surveys	
Deliver an enhanced Personal Academic Tutor (PAT) scheme for level 3 & 4 students	– Enhanced academic and personal confidence – Improved engagement of students with their studies – Improved sense of belonging	– Comparative analysis of student engagement and performance – Stakeholder surveys	Annually from September 2026
Deliver intensive training and support through the course enhancement programme (MET-CEP) where continuation and completion rates are low.	– Enhanced teaching, learning and assessment that supports student continuation – Improved student experience	– Pre/Post analysis of module/course level data on lead indicators: non-submission rates, reassessment rates, Average module mark	Annually from May 2026
Deliver a comprehensive programme of Transition activities.	– Enhanced academic and personal confidence at start of course – Enhanced knowledge and understanding of LMU, expectations, sources of support and learning in higher education.	– Participant survey – Analysis of first submission outcomes	Annually from September 2026
Progression			
Embedding employability skills development into the curriculum to enhance the employability of the target groups	– Increased confidence and self-efficacy in pursuing career opportunities – Increased progression rates to graduate study or employment	Participant pre/post survey (Type 2) Graduate outcomes survey	Annually from July 2026
Provide tailored Careers Mentoring Scheme for students to raise confidence, provide role models and help students career planning	– Increased knowledge of career areas and career pathways – Increased confidence and self-efficacy in pursuing career opportunities – Increased progression rates to graduate study or employment	Participant pre/post survey (Type 2) Graduate outcomes survey	Annually from July 2026
Deliver an enhanced Met Grad Programme to recent graduates to support them to be successful in the graduate labour market	– Increased progression rates of target groups to graduate level employment	Participant pre/post survey (Type 2) Participant graduate employment outcome survey (Type 2)	Annually from July 2026
Health and Wellbeing			

Deliver a Disabled Students Buddy Scheme to support first year enrolled students with settling into university life and accessing all areas of support that they require.	– Improved understanding of support offer. – Improved engagement with available support. – Increased feeling of community and collegiality within the university. – Increased social and friendship networks. – Increase in independent skills that students hold. – Development of wider support networks by students. – Increased communication and self-advocacy skills.	Pre/Post Participant Survey & Tracking (Type 2)	Annually from September 2026
Deliver bespoke workshops for students with registered disabilities including: • Get Tech Go, a technology-based study skills workshop series • DSA Own It workshops for disabled students to aid understanding of application and engagement around Disabled Students Allowance. • Simply Social, a weekly peer support session for students with ASD.	– Improved understanding of support strategies using university-based technology tools including assistive technology tools. – Improved efficiency and efficacy regarding study-based activity. – Improved IT competency. – Improved academic confidence and independence. – Increased percentage of students accessing DSA. – Increased percentage of students accessing disability support through the Disabilities and Dyslexia Service (DSA).	Pre/Post Participant Survey & Qualitative research and Tracking (Type 2)	Annually from September 2026
Deliver enhanced support workshops for specific groups of students such as: • Care Leavers and estranged students • Survivors of sexual and domestic abuse • Students with anxiety	– Disclosure and explorations can be made in a safe and supportive environment – Decreased feelings of isolation and increased connectedness – 100% take up for eligible care leavers	Pre/Post Participant Survey & Tracking (Type 2)	Annually from September 2026

8. Provision of information to students

8.1 Publication of this plan

This Access and Participation Plan 2025/26-2028/29 will be published online on our dedicated access and participation webpages in an accessible way for prospective and current students.

8.2 Fee information

Fee information for prospective students is published on each of our online course pages. Fees are also stated in offer letters sent out via email and through our student portal, Evision, during the enrolment process.

Fee information for continuing students is displayed on Evision during the re-enrolment process. Fee information for current undergraduate students can also be found on our undergraduate fees pages.

8.3 Financial support

London Met provides a range of financial support for our diverse body of students. Details of the financial support available to prospective and current students is outlined in table 4 below.

Information is published online in our fees and funding section. This information is categorised based on the type of student, e.g. undergraduate UK student, to make it easy to see what financial support is available to specific groups of students. In addition, the information can also be found on the following pages:

- Bursaries and grants
- Fee reductions and discounts
- Scholarships

From these web pages, prospective and current students can find specific details about each individual bursary, grant, discount and scholarship. This information includes eligibility criteria and other terms and conditions such as restrictions and exemptions.

We also produce printed materials that include a summary of the financial support available, with students signposted to our website for full eligibility criteria and terms and conditions.

Information on fees and financial support is also provided to prospective students at in-person events throughout the application and enrolment journey, including but not limited to open days (including dedicated student finance sessions), offer holder events and student finance and money workshops in partner schools and colleges.

Prospective students also receive a series of email communications in the run-up to enrolment, some of which focus exclusively on fees and financial support. For care experienced students we regularly update our information on the Propel website, the leading external platform for provision of information specific to care experienced students.

Current students receive information about the financial support available through our Student Zone, internal communications campaigns and internal emails, including details on how to book an appointment with a Student Money and Accommodation Adviser. The Student Money and Accommodation Advice team provides face-to-face guidance, workshops and one-to-one sessions with students on budgeting and money matters. These are also available to new students during enrolment.

Continuing students with funding are reminded to re-apply to Student Finance England in time to receive their funding for the start of the next academic year. This is done by email and social media posts.

There is a Student Hardship Fund within the institution for current students whose circumstances have unexpectedly changed. This is through the Blackbullion Funds platform. Students can also access a wealth of financial pathways through Blackbullion to help support their time at university. Students and staff are made aware of this throughout the year through communications that direct them to the financial support offered here and by the Student Money and Accommodation Advice team.

Information on the Disabled Students' Allowance and other support for students with disabilities and long-term health conditions (including mental health conditions) is provided by the Disabilities and Dyslexia Service, both before enrolment and throughout a student's time at London Met.

We have a dedicated Care Leaver Bursary to support students who have been in care prior to embarking on their undergraduate course, as well as a London Met Sanctuary Scholarship, which supports those who might otherwise be unable to access higher education funding because of their immigration status.

Table 4: Details of the Financial Support

Scheme	Eligibility	Amount
Hardship Funds	Students on all UG degree programmes with evidence of unexpected financial hardship	Up to £3,000 per year for students (depending on circumstances)
Care Leaver Bursary	Care leavers on undergraduate degree programmes.	£1,500 cash bursary each academic year on all undergraduate degree programmes
Adult Dependants' Grant	UK student with an adult who depends on you financially	Up to £3,438 (2024-25 Academic Year)
Childcare Grant	UK student with children	Up to £331.95 per week for two or more children for the 2024-25 Academic Year.
Parents' Learning Allowance	UK student with children	Up to £1,963 for the 2024-25 Academic Year.
NHS Learning Support Fund	UK full time students on NHS courses	• Training Grant £5,000 per year; • Parental Support of £2,000 per year for students with a dependent child/children • Travel and Dual Accommodation Expenses – reimbursement of excess costs incurred on practice placement
Social Work Bursary	Students on the Social Work BSc	Social Work BSc: £5,262.50 + Placement Travel Allowance
Armed forces financial support	UK students who are members of the Armed Forces.	£2,000 per academic year

Annex A: APP Performance Assessment

1.0 Introduction

The purpose of this analysis was to identify the significant equality of opportunity challenges faced by student groups at London Met. Specifically, the assessment aimed at establishing which student groups are disproportionately affected compared to others with respect to industry-considered indicators of Access, Success (continuation and degree outcomes) and Progression.

Student groups have been disaggregated wherever possible and analysed by intersectional groupings to establish where focus needs to be made to meet sector thresholds. The assessment led to the development of strategic objectives, targets, and interventions to address these challenges within the new APP submission to the Office for Students (OfS) in October 2024.

Data used for this report comes from the OfS Access and Participation Dashboard and includes outcomes data up until the 2021/22 academic year, as prescribed by the OfS for our new APP submission.

2.0 Index of Multiple Deprivation

This section considers London Met's position in relation to the Index of Multiple Deprivation (IMD).

2.1 Access by IMD

Table 1 and 2 shows that London Met's recruitment of students from the most deprived indices (IMD 1&2) is high for full-time and part-time students and is ahead of the sector average by 20.1pp and 11.3pp, respectively.

Table 1: Percentage of full-time students by IMD quintiles (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
IMD 1,2	65.8	65.1	63.2	64.3
IMD 3,4,5	34.2	34.9	36.8	35.7
LMET IMD difference	31.6	30.2	26.4	28.6
Sector IMD 1,2	41.2	42.5	43.3	44.2
Sector IMD 3,4,5	58.8	57.5	56.7	55.8
Sector IMD difference	-17.6	-15	-13.4	-11.6
IMD 1,2 LMET/Sector difference	24.6	22.6	19.9	20.1

	2018/19	2019/20	2020/21	2021/22
IMD 1	29.0	26.5	27.6	31.4
IMD 2	36.8	38.6	35.6	32.9
IMD 3	17.9	19.8	19.3	19.7
IMD 4	19.3	10.0	11.5	9.1
IMD 5	6.9	5.2	6.0	6.8
LMET IMD 1/5 difference	22.1	21.3	21.6	24.6
LMET IMD 2/5 difference	29.9	33.4	29.6	26.1
LMET IMD 3/5 difference	11	14.6	13.3	12.9
LMET IMD 4/5 difference	12.4	4.8	5.5	2.3

Sector IMD 1	20.7	21.6	21.9	22.8
Sector IMD 2	20.5	20.9	21.4	21.3
Sector IMD 3	18.8	18.6	18.7	18.5
Sector IMD 4	18.9	18.6	18.1	17.7
Sector IMD 5	21.2	20.3	19.9	19.6
Sector 1/5 difference	-0.5	1.3	2	3.2
Sector 2/5 difference	-0.7	0.6	1.5	1.7
Sector 3/5 difference	-2.4	-1.7	-1.2	-1.1
Sector 4/5 difference	-2.3	-1.7	-1.8	-1.9

Table 2: Percentage of part-time students by IMD quintiles (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
IMD 1,2	58.1	61.8	58.5	53.1
IMD 3,4,5	41.9	23.6	41.5	46.9
LMET IMD difference	16.2	38.2	17.0	6.2
Sector IMD 1,2	41.4	41.8	41.4	41.8
Sector IMD 3,4,5	58.6	58.2	58.6	58.2
Sector IMD difference	-17.2	-16.4	-17.2	-16.4
IMD 1,2 LMET/Sector difference	16.7	20.0	17.1	11.3

> ***Indication of risk in access for students from IMD 1 & 2: No indication of risk***

2.2 Success – Continuation by IMD

Table 3 indicates that London Met continuation rates are comparable between students from IMD 1-2 and IMD 3-5. There is, however, a need to improve the continuation rates for both student groups since they are below sector averages (-10.2pp (IMD 3-5) and -13.6pp (IMD 3-5)). Unfortunately, the data sample is too small to disaggregate part-time students by IMD. ***Risk Indicator:*** *In 2020/21 the continuation rate for IMD 1&2 (75.2%) was below the sector average*

> ***Risk Indicator: In 2020/21 the continuation rate for IMD 1&2 (75.2%) was below the sector average***

Table 3: Full-time students' continuation rates by IMD quintiles (OfS APP data dashboard)

	2016/17	2017/18	2018/19	2019/20	2020/21
IMD 1,2	75.4	78.0	73.3	76.0	75.2
IMD 3,4,5	79.5	79.9	76.8	80.4	77.9
LMET IMD difference	-4.1	-1.9	-3.5	-4.4	-2.7
Sector IMD 1,2	87.1	86.7	86.8	88.6	85.4
Sector IMD 3,4,5	92.1	91.8	92.2	93.0	91.5
Sector IMD difference	-5.0	-5.1	-5.4	-4.4	-6.1
IMD 1,2 LMET/Sector difference	-11.7	-8.7	-12.5	-12.6	-10.2

	2016/17	2017/18	2018/19	2019/20	2020/21

IMD 1	76.6	78.8	70.2	75.6	72.6
IMD 2	74.1	77.2	76.4	76.4	77.8
IMD 3	79.9	79.8	76.4	77.2	77.5
IMD 4	78.8	81.0	74.6	77.6	78.6
IMD 5	79.9	79.0	79.4	86.5	77.5
LMET IMD 1/5 difference	-3.3	-0.2	-9.2	-10.9	-4.9
LMET IMD 2/5 difference	-5.8	-1.8	-3	-10.1	0.3
LMET IMD 3/5 difference	0	0.8	-3	-9.3	0
LMET IMD 4/5 difference	-1.1	2	-4.8	-8.9	1.1
Sector IMD 1	86.2	86.0	85.7	87.7	84.4
Sector IMD 2	88.0	87.5	87.9	89.9	86.3
Sector IMD 3	90.5	90.2	90.6	91.3	89.4
Sector IMD 4	92.2	91.8	92.2	93.1	91.5
Sector IMD 5	93.7	93.6	93.8	94.6	93.5
Sector 1/5 difference	-7.5	-7.6	-8.1	-6.9	-9.1
Sector 2/5 difference	-5.7	-6.1	-5.9	-4.7	-7.2
Sector 3/5 difference	-3.2	-3.4	-3.2	-3.3	-4.1
Sector 4/5 difference	-1.5	-1.8	-1.6	-1.5	-2

2.3 Success – Completion by IMD

Table 4 below shows that London Met completion rates are comparable between students from IMD 1-2 and IMD 3-5. However, there is a need to improve the completion rates for both student groups since they are below sector averages by 5.4pp and 10.7pp, respectively. *Risk Indicator: In 2017/18 the completion rate for students from IMD 1&2 (77.4%) was below the sector average.*

> *Risk Indicator: In 2017/18 the completion rate for students from IMD 1&2 (77.4%) was below the sector average.*

Table 4: Full-time students' completion rates by IMD quintiles (OfS APP data dashboard)

	2013/14	2014/15	2015/16	2016/17	2017/18
IMD 1,2	70.6	72.0	71.4	71.8	77.4
IMD 3,4,5	72.9	75.1	77.2	77.9	79.1
LMET IMD difference	-2.3	-3.1	-5.8	-6.1	-1.7
Sector IMD 1,2	84.6	83.6	83.3	83.2	82.8
Sector IMD 3,4,5	90.7	90.2	90.2	90.2	89.8
Sector IMD difference	-6.1	-6.6	-7.0	-7.0	-7.1
IMD 1,2 LMET/Sector difference	-14	-11.6	-11.9	-11.4	-5.4

	2013/14	2014/15	2015/16	2016/17	2017/18
IMD 1	70.5	69.0	69.6	71.8	77.0
IMD 2	70.6	74.9	73.2	71.8	77.8

IMD 3	72.9	73.5	76.7	75.9	75.4
IMD 4	71.4	72.7	72.6	76.5	79.8
IMD 5	74.3	79.0	82.4	81.3	82.1
LMET IMD 1/5 difference	-3.8	-10	-12.8	-9.5	-5.1
LMET IMD 2/5 difference	-3.7	-4.1	-9.2	-9.5	-4.3
LMET IMD 3/5 difference	-1.4	-5.5	-5.7	-5.4	-6.7
LMET IMD 4/5 difference	-2.9	-6.3	-9.8	-4.8	-2.3
Sector IMD 1	83.3	82.2	81.8	81.8	81.5
Sector IMD 2	85.9	85.0	84.7	84.5	84.0
Sector IMD 3	88.9	88.2	88.0	87.9	87.3
Sector IMD 4	90.5	90.2	90.2	90.3	90.0
Sector IMD 5	92.6	92.3	92.5	92.3	92.2
Sector 1/5 difference	-9.3	-10.1	-10.7	-10.5	-10.7
Sector 2/5 difference	-6.7	-7.3	-7.8	-7.8	-8.2
Sector 3/5 difference	-3.7	-4.1	-4.5	-4.4	-4.9
Sector 4/5 difference	-2.1	-2.1	-2.3	-2	-2.2

2.4 Success – Degree outcomes by IMD

Table 5 indicates that our IMD 1-2 full-time students are underperforming compared to IMD 3-5 students in terms of degree outcomes (1st/2:1 degree), with a gap of 11.4pp in 2021/22. Similarly, the proportion of our IMD 1,2 students achieving 1st/2:1 degree is 2.9pp below the sector average. **Risk Indicator:** *In 2020/21 the degree outcomes for students from IMD 1&2 (68.5%) was below the sector average.*

> **Risk Indicator: In 2020/21 the degree outcomes for students from IMD 1&2 (68.5%) was below the sector average.**

Table 5: Percentage of full-time students achieving 1st/2:1 degree by IMD quintile (OfS APP data)

	2018/19	2019/20	2020/21	2021/22
IMD 1,2	54.2	67.9	70.1	68.5
IMD 3,4,5	62.9	80.4	82.1	79.9
LMET IMD difference	-8.8	-12.5	-12	-11.4
Sector IMD 1,2	69.4	75.4	76.4	71.4
Sector IMD 3,4,5	81.5	86.0	86.6	83.2
Sector IMD difference	-12.1	-10.6	-10.0	-11.8
IMD 1,2 LMET/Sector difference	-15.2	-12.5	-6.3	-2.9

	2018/19	2019/20	2020/21	2021/22
IMD 1	53.8	66.0	72.5	66.9
IMD 2	54.5	69.8	67.6	70.1
IMD 3	57.7	74.2	78.4	77.1
IMD 4	62.2	80.3	83.5	78.3

IMD 5	68.7	86.7	84.5	84.2
LMET IMD 1/5 difference	-14.9	-20.7	-12	-17.3
LMET IMD 2/5 difference	-14.2	-16.9	-16.9	-14.1
LMET IMD 3/5 difference	-11	-12.5	-6.1	-7.1
LMET IMD 4/5 difference	-6.5	-6.4	-1	-5.9
Sector IMD 1	66.4	72.8	73.9	68.5
Sector IMD 2	72.4	77.9	78.9	74.3
Sector IMD 3	78.2	82.9	93.9	79.8
Sector IMD 4	81.6	86.1	86.7	83.5
Sector IMD 5	84.7	88.9	89.2	86.3
Sector 1/5 difference	-18.3	-16.1	-15.3	-17.8
Sector 2/5 difference	-12.3	-11	-10.3	-12
Sector 3/5 difference	-6.5	-6	4.7	-6.5
Sector 4/5 difference	-3.1	-2.8	-2.5	-2.8

2.5 Progression (to professional employment or further study) by IMD

Table 7 demonstrates comparable rates of progression to professional employment or further study between IMD 1-2 and IMD 3-5 students. There is, however, a need to further improve the progression gap as well as the progression rates that are below sector benchmark across all student groups. Unfortunately, the data sample is too small to disaggregate part-time students by IMD. ***Risk Indicator:*** *In 2020/21 the progression for students from IMD 1-2 (62.5%) was below the sector averages*

> ***Risk Indicator: In 2020/21 the progression for students from IMD 1-2 (62.5%) was below the sector averages***

Table 7: Percentage of full-time students progressing to professional employment/further study by IMD (OfS APP data)

	2017/18	2018/19	2019/20	2020/21
IMD 1,2	61.1	57.2	60.7	62.5
IMD 3,4,5	65.1	58.9	66.9	62.1
LMET IMD difference	-4.0	-1.7	-6.2	0.4
Sector IMD 1,2	68.7	66.3	67.6	69.2
Sector IMD 3,4,5	75.5	72.7	74.4	76.6
Sector IMD difference	-6.8	-6.4	-6.8	-7.4
IMD 1,2 LMET/Sector difference	-7.6	-9.1	-6.9	-6.7

	2017/18	2018/19	2019/20	2020/21
IMD 1	62.8	57.2	59.7	62.3
IMD 2	59.3	57.2	61.7	62.6
IMD 3	65.2	63.1	64.4	66.8
IMD 4	65.7	56.5	62.7	58.7
IMD 5	67.3	57.0	73.7	60.9

LMET IMD 1/5 difference	-4.5	0.2	-14	1.4
LMET IMD 2/5 difference	-8	0.2	-12	1.7
LMET IMD 3/5 difference	-2.1	6.1	-9.3	5.9
LMET IMD 4/5 difference	-1.6	-0.5	-11	-2.2
Sector IMD 1	67.1	64.7	66.2	67.7
Sector IMD 2	70.2	67.9	68.9	70.7
Sector IMD 3	73.2	71.1	72.0	74.6
Sector IMD 4	75.8	72.8	74.4	76.8
Sector IMD 5	77.4	74.3	76.8	78.5
Sector 1/5 difference	-10.3	-9.6	-10.6	-10.8
Sector 2/5 difference	-7.2	-6.4	-7.9	-7.8
Sector 3/5 difference	-4.2	-3.2	-4.8	-3.9
Sector 4/5 difference	-1.6	-1.5	-2.4	-1.7

3.0 Black, Asian and minority ethnic students (BAME)

This section considers London Met's position in relation to ethnicity. Unfortunately, the data sample is too small to disaggregate part-time students by ethnicity.

3.1 Access by Ethnicity

Tables 9 and 11 show that London Met's recruitment from BAME backgrounds is high for full-time students and beats the sector by 22.4pp in 2021/22.

Table 9: Percentage of full-time students by Ethnicity (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
BAME	59.2	56.2	55.9	56.6
White	40.8	43.8	44.1	43.4
LMET difference	18.4	12.4	11.8	13.2
Sector BAME	28.8	31.2	32.4	34.2
Sector White	71.2	68.8	67.6	65.8
Sector difference	-42.4	-37.6	-35.2	-31.6
BAME LMET/Sector difference	30.4	25	23.5	22.4

Table 11: Percentage of full-time students by BAME split (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
Black	18.4	17.4	18.0	19.3
Asian	21.7	25.5	22.7	22.2
Mixed	12.2	7.5	8.4	8.7
Other	6.9	5.7	6.8	6.3
LMET B/W difference	-22.4	-26.4	-26.1	-24.1
LMET A/W difference	-19.1	-18.3	-21.4	-21.2
LMET M/W difference	-28.6	-36.3	-35.7	-34.7
LMET O/W difference	-33.9	-38.1	-37.3	-37.1

Sector Black	6.7	16.8	17.3	18.0
Sector Asian	15.5	16.8	17.3	18.0
Sector Mixed	4.9	5.2	5.5	5.7
Sector Other	1.8	2.1	2.2	2.4
Sector B/W difference	-64.5	-52.0	-50.3	-47.8
Sector A/W difference	-55.7	-52	-50.3	-47.8
Sector M/W difference	-66.3	-63.6	-62.1	-60.1
Sector O/W difference	-69.4	-66.7	-65.4	-63.4

3.2 Success – Continuation by Ethnicity

Table 13 shows that our BAME full-time students have a lower continuation rate compared to White students, and it also compares less favourably (by -12.5pp) with the sector average. In the BAME split, we can note that our Asian students have the lowest continuation rate (70.3%) compared to other groups. *Risk Indicator: In 2020/21 the continuation rate for Black students (73.2%) was below the sector average; Risk Indicator: In 2020/21 there was a gap in continuation between BAME and White students of 5.0pp.*

> ***Risk Indicator: In 2020/21 the continuation rate for Black students (73.2%) was below the sector average***

Table 13: Full-time students' continuation rates by ethnicity (OfS APP data dashboard)

	2017/18	**2018/19**	**2019/20**	**2020/21**
BAME	77.4	72.1	75.6	74.4
White	82.6	82.0	82.7	79.4
LMET difference	-5.2	-9.9	-7.1	-5.0
Sector BAME	88.0	88.1	90.0	86.9
Sector White	90.8	91.0	91.9	90.1
Sector difference	-2.2	-2.9	-1.9	-3.2
BAME LMET/Sector difference	-10.6	-16	-14.4	-12.5

Full-time students' continuation rates by BAME split (OfS APP data dashboard)

	2017/18	**2018/19**	**2019/20**	**2020/21**
Black	77.5	70.3	72.0	73.2
Asian	75.9	73.3	75.6	70.3
Mixed	78.9	70.2	72.2	78.7
Other	77.2	74.7	82.4	75.5
LMET B/W difference	-5.1	-11.7	-10.7	-6.2
LMET A/W difference	-6.7	-8.7	-7.1	-9.1
LMET M/W difference	-3.7	-11.8	-10.5	-0.7
LMET O/W difference	-5.4	-7.3	-0.3	-3.9
Sector Black	85.3	85.5	86.9	84.3

Sector Asian	89.9	90.1	92.1	88.7
Sector Mixed	89.1	89.4	90.4	87.9
Sector Other	87.6	87.2	88.8	86.5
Sector B/W difference	-5.5	-5.5	-5	-5.8
Sector A/W difference	-0.9	-0.9	0.2	-1.4
Sector M/W difference	-1.7	-1.6	-1.5	-2.2
Sector O/W difference	-3.2	-3.8	-3.1	-3.6

3.3 Success – Completion by Ethnicity

Table 14 shows that London Met completion rates are comparable between BAME and White students. However, there is a need to improve the completion rates for both student groups since they are below sector averages by 8.3pp and 8.1pp respectively in 2017/18. *Risk Indicator: In 2017/18 the completion rate for Black students (77.2%) was below the sector average*

> **Risk Indicator: In 2017/18 the completion rate for Black students (77.2%) was below the sector average**

Table 14: Full-time students' completion rates by ethnicity (OfS APP data dashboard)

	2013/14	2014/15	2015/16	2016/17	2017/18
BAME	69.4	71.4	72.5	71.1	76.0
White	75.7	77.6	78.2	77.5	80.4
LMET difference	-6.3	-6.2	-5.7	-6.4	-4.4
Sector BAME	86.1	84.9	84.8	84.8	84.3
Sector White	89.5	89	88.9	88.8	88.5
Sector difference	-3.4	-4.1	-4.1	-4.0	-4.2
BAME LMET/Sector difference	-16.7	-13.5	-12.3	-13.7	-8.3

	2013/14	2014/15	2015/16	2016/17	2017/18
Black	69.2	69.6	70.4	73.0	77.2
Asian	72.0	75.1	72.2	67.0	75.7
Mixed	67.0	69.6	74.9	73.2	75.2
Other	72.5	69.9	71.8	80.0	76.6
LMET B/W difference	-6.5	-8	-7.8	-4.5	-3.2
LMET A/W difference	-3.7	-2.5	-6	-10.5	-4.7
LMET M/W difference	-8.7	-8	-3.3	-4.3	-5.2
LMET O/W difference	-3.2	-7.7	-6.4	2.5	-3.8
Sector Black	82.9	81.4	81.2	81.3	80.7
Sector Asian	89.2	87.7	87.4	87.3	86.8
Sector Mixed	86.1	85.7	85.7	85.7	85.5
Sector Other	86.5	84.9	84.1	84.4	84.0

Sector B/W difference	-6.6	-7.6	-7.7	-7.5	-7.8
Sector A/W difference	-0.3	-1.3	-1.5	-1.5	-1.7
Sector M/W difference	-3.4	-3.3	-3.2	-3.1	-3
Sector O/W difference	-3.0	-4.1	-4.8	-4.4	-4.5

3.4 Success – Degree outcomes by Ethnicity

Table 15 shows that the proportion of our BAME full-time students achieving 1st/2:1 degree is lower than their White counterparts however, it is ahead of the sector by 0.7pp. In the BAME split, Black full-time students have lower degree outcomes (63.6%) compared to other groups (Table 16). The data sample is, however, too small to disaggregate part-time students by ethnicity. *Risk Indicator: In 2021/22 there was a gap in degree outcomes between BAME and White students of 7.4pp; Risk Indicator: In 2021/22 there was a gap in degree outcomes between Black and White students of 17.1pp.*

Table 15: Percentage of full-time students achieving 1st/2:1 degree by ethnicity (OfS APP data)

	2018/19	2019/20	2020/21	2021/22
BAME	57.2	69.7	71.9	73.3
White	73.4	87.8	87.7	80.7
LMET difference	-16.2	-18.1	-15.8	-7.4
Sector BAME	68.2	75.2	77.3	72.6
Sector White	81.7	86.0	86.3	83.2
Sector difference	-13.5	-10.8	-9.0	-10.6
BAME LMET/Sector difference	-11	-5.5	-5.4	0.7

Table 16: Full-time students' degree outcomes (1st/2:1) by BAME split (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
Black	45.7	64.2	65.3	63.6
Asian	48.1	73.9	69.9	74.7
Mixed	68.1	70.1	71.1	80.2
Other	66.7	70.4	81.2	74.7
LMET B/W difference	-27.7	-23.6	-22.4	-17.1
LMET A/W difference	-25.3	-13.9	-17.8	-6
LMET M/W difference	-5.3	-17.7	-16.6	-0.5
LMET O/W difference	-6.7	-17.4	-6.5	-6
Sector Black	58.8	66.2	68.0	63.1
Sector Asian	70.2	77.4	80.2	74.8
Sector Mixed	76.6	81.9	83.6	79.7
Sector Other	67.0	75.1	77.3	72.6
Sector B/W difference	-22.9	-19.8	-18.3	-20.1
Sector A/W difference	-11.5	-8.6	-6.1	-8.4
Sector M/W difference	-5.1	-4.1	-2.7	-3.5
Sector O/W difference	-14.7	-10.9	-9	-10.6

3.5 Progression (to professional employment or further study) by Ethnicity

Tables 17 and 18 shows that our BAME students are less likely than white students to progress into professional employment or further studies (60% vs 67.2%), with a gap of 7.2pp. Among the BAME categories, Asian students (55.2%) are less likely than other groups to progress into professional employment or further study (Table 18). *Risk Indicator: In 2020/21 the progression for Black students (63.4%) was below the sector average; Risk Indicator: In 2020/21 there was a gap in progression between BAME and White students of 7.2pp.*

> **Risk Indicator: In 2020/21 the progression for Black students (63.4%) was below the sector average**

Table 17: Percentage of full-time students progressing to professional employment/further study by ethnicity (OfS APP data)

	2017/18	2018/19	2019/20	2020/21
BAME	59.7	57.1	59.7	60.0
White	70.1	62.6	69.5	67.2
LMET difference	-10.4	-5.5	-9.8	-7.2
Sector BAME	70.7	68.6	70.1	72.5
Sector White	74.3	71.6	73.2	74.9
Sector difference	-3.6	-3	-3.1	-2.4
BAME LMET/Sector difference	-11	-11.5	-10.4	-12.5

Table 18: Full-time students' progression rates by BAME categories (OfS)

	2018/19	2019/20	2020/21	2021/22
Black	55.0	57.6	58.2	63.4
Asian	65.4	52.1	63.8	55.2
Mixed	62.7	60.4	63.1	62.5
Other	55.8	58.1	53.8	58.6
LMET B/W difference	-15.1	-5	-11.3	-3.8
LMET A/W difference	-4.7	-10.5	-5.7	-12
LMET M/W difference	-7.4	-2.2	-6.4	-4.7
LMET O/W difference	-14.3	-4.5	-15.7	-8.6
Sector Black	68.8	67.5	68.7	71.3
Sector Asian	70.8	67.8	69.4	72.0
Sector Mixed	72.0	71.1	73.0	75.5
Sector Other	71.3	67.8	69.3	71.2
Sector B/W difference	-5.5	-4.1	-4.5	-3.6
Sector A/W difference	-3.5	-3.8	-3.8	-2.9
Sector M/W difference	-2.3	-0.5	-0.2	0.6
Sector O/W difference	-3	-3.8	-3.9	-3.7

4.0 Age

4.1 Access by Age

Table 19 and 20 shows that London Met's recruitment of mature students (21 and over) is high for full-time and part-time students and respectively beats the sector average by 44.5pp and 3.8pp.

Table 19: Percentage of full-time students by age (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
Mature	61.9	67.9	76.0	73.5
Young	38.1	32.1	24.0	26.5
LMET difference	23.8	35.8	52.0	47.0
Sector Mature	25.5	26.9	29.3	29.0
Sector Young	74.5	73.1	70.7	71.0
Sector difference	-49	-46.2	-41.4	-42
Mature LMET/sector difference	36.4	41	46.7	44.5

Table 20: Percentage of part-time students by Age (OfS APP data dashboard)

	2018/19	2019/20	2020/21	2021/22
Mature	93.4	98.0	95.3	91.7
Young	6.6	2.0	4.7	8.3
LMET difference	86.8	96	90.6	83.4
Sector Mature	87.4	87.1	87.6	87.9
Sector Young	12.6	12.9	12.4	12.1
Sector difference	74.8	74.2	75.2	75.8
Mature LMET/Sector difference	6.0	10.9	7.7	3.8

4.2 Success – Continuation by Age

Table 21 shows that our mature full-time students have a lower continuation rate compared to young students (75.1% vs 80.8%) and is below the sector average by 6.9pp. In this section, the data sample is too small to disaggregate part-time students by age.
Risk Indicator: In 2020/21 the continuation rate for mature students (75.1%) was below the sector average; Risk Indicator: In 2020/21 there was a gap in continuation between Mature and Young students of 5.7pp.

> ***Risk Indicator: In 2020/21 the continuation rate for mature students (75.1%) was below the sector average***

Table 21: Full-time students' continuation rates by Age (OfS APP data dashboard)

	2017/18	2018/19	2019/20	2020/21
Mature	78.2	73.5	75.6	75.1
Young	79.5	76.2	80.1	80.8
LMET difference	-1.3	-2.7	-4.5	-5.7
Sector Mature	83.7	84.1	85.2	82.0
Sector Young	92.0	92.0	93.4	91.9
Sector difference	-8.3	-7.9	-8.2	-9.9
Mature LMET/Sector difference	-5.5	-10.6	-9.6	-6.9

4.3 Success – Completion by Age
The table below shows that London Met completion rates are comparable between Mature and Young students.

Table: Full-time students' completion rates by Age (OfS APP data dashboard)

	2013/14	2014/15	2015/16	2016/17	2017/18
Mature	70.8	73.2	74.4	73.3	77.4
Young	72.7	73.0	72.2	73.9	77.7
LMET difference	-1.9	0.2	2.2	-0.6	-0.3
Sector Mature	81.3	80.6	80.5	80.3	79.4
Sector Young	90.8	90.2	90	90.1	89.7
Sector difference	-9.5	-9.6	-9.5	-9.8	-10.3
Mature LMET/Sector difference	-10.5	-7.4	-6.1	-7	-2

4.4 Success – Degree outcomes by Age
Table 22 indicates that our mature full-time students are performing better compared to full-time young students in terms of degree outcomes with a gap of 2pp in 2021/22 and above the sector average by 1.8pp.

Table 22: Percentage of full-time students achieving 1ˢᵗ/2:1 degree by Age (OfS APP data)

	2018/19	2019/20	2020/21	2021/22
Mature	55.7	69.1	74.0	73.3
Young	58.6	76.7	73.7	71.3
LMET difference	-2.9	-7.6	0.3	2.0
Sector Mature	69.3	74.0	76.4	71.5
Sector Young	79.4	84.4	85.2	80.9
Sector difference	-10.1	10.4	-8.8	-9.4
Mature LMET/Sector difference	-13.6	-4.9	-2.4	1.8

4.5 Progression (to professional employment or further study) by Age
Table 23 shows that our mature students are more likely than young students to progress to professional employment or further study (64.9% vs 60.6%). There is, however, a need to further improve the progression rate for both mature and young students since they are below the sector average. ***Risk Indicator:*** *In 2020/21 the progression rate for mature students (64.9%) was below the sector average*

> ***Risk Indicator: In 2020/21 the progression rate for mature students (64.9%) was below the sector average***

Table 23: Percentage of full-time students progressing to professional employment/further study by Age (OfS APP data)

	2017/18	2018/19	2019/20	2020/21
Mature	64.0	59.4	61.9	64.9
Young	60.4	57.4	63.6	60.6
LMET difference	3.6	2.0	-1.7	4.3

Sector Mature	74.2	72.9	72.3	72.0
Sector Young	73.1	70.1	72.3	74.8
Sector difference	1.1	2.8	0.0	-2.8
Mature LMET/Sector difference	-10.2	-13.5	-10.4	-7.1

5.0 Disability

This section considers London Met's position in relation to disability. However, the data sample is too small to disaggregate part-time students by disability.

5.1 Access by Disabled Status

Table 24 shows that London Met's recruitment of disabled students is below the sector by 5.2pp. *Risk Indicator: In 2021/22 12.2% of the students accessing London Met reported having a disability.*

> ***Risk Indicator: In 2021/22 12.2% of the students accessing London Met reported having a disability.***

Table 24: Percentage of full-time students by Disability (OfS APP data dashboard)

	2018/19	**2019/20**	**2020/21**	**2021/22**
Disability reported	16.3	12.4	9.4	12.2
No disability reported	83.7	87.6	90.6	87.8
LMET difference	-67.4	-75.2	-81.2	-75.6
Sector Disability	15.8	16.7	17.0	17.4
Sector No disability	84.2	83.3	83.0	82.6
Sector difference	-68.4	-66.6	-66	-65.2
Disability reported LMET/Sector difference	0.5	-4.3	-7.6	-5.2

5.2 Success – Continuation by Disabled Status

It is impressive to see that the continuation rate for students with a disability matches that of students without a disability (Table 25). However, there is a need to improve the continuation rates of both student groups for they respectively fall below the sector averages. *Risk Indicator: In 2020/21 the continuation rate for students with a reported disability (76.4%) was below the sector average.*

> ***Risk Indicator: In 2020/21 the continuation rate for students with a reported disability (76.4%) was below the sector average***

Table 25: Full-time students' continuation rates by Disability (OfS APP data dashboard)

	2017/18	**2018/19**	**2019/20**	**2020/21**
Disability reported	81.9	73.0	77.4	76.4
No disability reported	78.1	74.8	76.9	76.4
LMET difference	3.8	-1.8	0.5	0.0
Sector Disability	89.3	89.3	90.2	88.8
Sector No disability	90.1	90.2	91.4	89.0
Sector difference	-0.8	-0.9	-1.2	-0.2
Disability reported LMET/Sector difference	-7.4	-16.3	-12.8	-12.4

Full-time students' continuation rates by Disability categories (London Met Dashboard)

Disability disclosed	2017/18	2018/19	2019/20	2020/21
Cognitive or Learning difficulties (CLD)	86.2	77.6	76.8	82.5
Mental health condition (MHC)	72.7	65.2	73.4	71.1
Multiple or other impairments (MOI)	89.8	79.2	87.5	78.6
Sensory, medical, or physical impairment (SMPI)	76.9	74.3	78.8	71.6
Social or communication impairment (SCI)	90.9	70.0	81.8	89.7
No disability reported (NDR)	**78.1**	**74.8**	**76.9**	**76.4**
CLD/NDR difference	8.1	2.8	-0.2	6.1
MHC/NDR difference	-5.4	-9.6	-3.5	-5.3
MOI/NDR difference	11.7	4.5	10.6	2.1
SMPI/NDR difference	-1.2	-0.5	1.9	-4.8
SCI/NDR difference	12.8	-4.8	4.9	13.2

Risk Indicator (RI): *In 2020/21 there was a gap in continuation between students with mental health conditions and those without a disability of 5.3pp;* ***Risk Indicator (RI):*** *In 2020/21 there was a gap in continuation between students with Social or communication impairment and those without a disability of 4.8pp.*

5.3 Success – Completion by Disabled Status
The table below shows that the students with a declared disability are more likely to complete compared to students with no declared disability – 79% vs 77.2%. However, there is a need to improve the completion rates for both student groups as they are below the sector average. ***Risk Indicator:*** *In 2017/18 the completion rate for students with a reported disability (79.3%) was below the sector average.*

> ***Risk Indicator: In 2017/18 the completion rate for students with a reported disability (79.3%) was below the sector average.***

Full-time students' completion rates by Disability (OfS APP data dashboard)

	2013/14	2014/15	2015/16	2016/17	2017/18
Disability reported	74.8	71.8	71.6	69.9	79.3
No disability reported	71.1	73.3	73.9	74.0	77.2
LMET difference	3.7	-1.5	-2.3	-4.1	2.1
Sector Disability	85.8	85.7	85.7	86.0	85.5
Sector No disability	89.0	88.2	88.0	87.9	87.5
Sector difference	-3.2	-2.5	-2.3	-1.9	-2
Disability reported LMET/Sector difference	-11	-13.9	-14.1	-16.1	-6.2

5.4 Success – Degree outcome by Disabled Status
Table 26 shows that our students with a disability are less likely than their counterparts to achieve a 1st/2:1 degree (69.4% vs 73.2%) with a gap of 3.8pp in 2021/22. ***Risk Indicator:*** *In 2020/21 the degree outcomes for students with a reported disability (69.4%) was below the sector average;* ***Risk Indicator:*** *In 2020/21 there was a gap in degree outcomes between students with a disability and those without a disability of 3.8pp.*

Risk Indicator: In 2020/21 the degree outcomes for students with a reported disability (69.4%) was below the sector average

Table 26: Percentage of full-time students achieving 1st/2:1 degree by Disability (OfS APP data)

	2018/19	2019/20	2020/21	2021/22
Disability reported	57.0	67.0	78.1	69.4
No disability reported	56.7	72.6	73.2	73.2
LMET difference	0.3	-5.6	4.9	-3.8
Sector Disability	75.4	81.4	82.3	79.4
Sector No disability	77.9	82.7	83.4	78.9
Sector difference	-2.5	-1.3	-1.1	0.5
Disability reported LMET/Sector difference	-18.4	-14.4	-4.2	-10

Degree outcomes by Disability categories (London Met Dashboard)

Disability disclosed	2018/19	2019/20	2020/21
Cognitive or Learning difficulties (CLD)	63.2	78.7	64.6
Mental health condition (MHC)	72.7	75.0	77.5
Multiple or other impairments (MOI)	70.0	80.6	60.6
Sensory, medical, or physical impairment (SMPI)	65.6	78.6	65.8
Social or communication impairment (SCI)	66.7	100.0	88.9
No disability reported (NDR)	72.6	73.2	73.2
CLD/NDR difference	-9.4	5.5	-8.6
MHC/NDR difference	0.1	1.8	4.2
MOI/NDR difference	-2.6	7.4	-12.6
SMPI/NDR difference	-7.0	5.4	-7.4
SCI/NDR difference	-6.0	26.8	15.7

Risk Indicator: In 2020/21 there was a gap in degree outcomes between students with Cognitive or Learning difficulties (CLD) and those without a disability of 8.6pp. Risk Indicator: In 2020/21 there was a gap in degree outcomes between students with Multiple or other impairments (MOI) and those without a disability of 12.6pp. Risk Indicator: In 2020/21 there was a gap in degree outcomes between students with Sensory, medical or physical impairment (SMPI) and those without a disability of 7.4pp.

5.5 Progression (to professional employment or further study) by Disabled Status
Table 27 shows that the progression rates to professional employment or further study are comparable between students with a disability and those without a disability. There is, however, a need to improve the progression rates that are below benchmarks across all student groups. *Risk Indicator: In 2020/21 the progression for students with a reported disability (63.4%) was below the sector average.*

Risk Indicator: In 2020/21 the progression for students with a reported disability (63.4%) was below the sector average.

Table 27: Percentage of full-time students progressing to professional employment/further study by Disability (OfS APP data)

	2017/18	2018/19	2019/20	2020/21
Disability reported	66.2	64.6	64.0	63.4
No disability reported	62.1	57.6	62.2	63.3
LMET difference	4.1	7.0	1.8	0.1
Sector Disability	71.0	69.0	70.9	72.5
Sector No disability	73.8	71.1	72.6	74.6
Sector difference	-2.8	-2.1	-1.7	-2.1
Disability reported LMET/Sector difference	-4.8	-4.4	-6.9	-9.1

Annex B: Rationale and Assumptions

Overview with rationale, assumptions and evidence base

Activity	Rationale	Assumptions
Intervention strategy 1: Access and Transition		
Upward Bound	Evidence from the Local Authority and internally produced research (TASO, 2022) shows that learners in Year 9 and 10 who participate in Upward Bound are consistently more likely to achieve a minimum grade 4+ GCSE in Maths and English than those who didn't participate. Attainment at GCSE is an important predictor and requirement for young HE progression (OfS, 2022). There are significant long-term attainment gaps linked to free school meal eligibility status as well as gaps linked to SEND, gender, ethnicity and intersections of these (Farquharson, 2022).	Availability of funds for the scheme, data sharing agreements between stakeholders, access to London Met / LBI facilities and infrastructure, and availability of evaluation tools. In addition to curriculum support, the intervention aims to encourage the development of communication skills, confidence, determination, problem solving, creative thinking, relationship and leadership skills.
Widening Participation (WP) Outreach programmes (age 8-16)	Systematic reviews of WP research showed some positive effects for widening participation outreach programmes on a range of outcomes including students' confidence, HE readiness, skills development, educational expectations and HE consideration (TASO, 2023; Heaslip et al., 2020; Ní Chorcora et al., 2023; Martin, 2024) reported that participation in WP is positively associated with an increased likelihood of progression to a selective university. Extracurricular activities are associated with positive academic and social outcomes for disadvantaged children (Tanner & Todd, 2016).	Strong partnerships and collaborations between schools, the University and external partners lead to successful programmes. Activity is effectively coordinated and evaluated.
Disabled student outreach and transition programmes	Evidence suggests that disabled students need earlier support and better information to access and thrive in HE (Disabled	Students who have engaged with specialist disability teams earlier in their educational

	Students UK, 2023; Rowan, 2024; UCAS, 2022). This includes efforts to minimise any stigma of declaring disability (Dangoisse et al., 2020; Eccles et al., 2018) and, in line with a social model of disability ensuring activities are accessible as standard, reducing structural barriers and minimising additional labour (Wertans & Burch, 2022).	journey have better understanding of what support is available, enabling informed decision making and consequently facilitates a smoother transition into HE.

Intervention strategy 2: Success – Continuation, Completion and Degree Outcomes

Tailored programmes of proactive support to groups of students with similar academic needs.	Evidence suggests that learner-centred (personalised), academic skill and study support is effective in enhancing students' achievement and impacts on continuation and completion rates (Sharp et al., 2020; Xhomara, 2022; McIntosh et al., 2021). Academic Mentor (AM) activity at London Met supports the delivery of fair outcomes and is underpinned by inclusive academic practice and strongly aligned with principles of Social Justice. A wide portfolio of activity across subject areas targets all students who experience barriers impacting effective engagement with their studies and targets those who are at-risk. Students at London Met are oftentimes time-poor, juggle multiple commitments in their lives or need to adjust to the higher education experience. Evidence also suggests that peer-to-peer support can be effective in multiple ways to support student's academic and personal development as a learner (Andreanoff et al., n.d.; Keenan 2014, Sharp et al., 2020; Xhomara, 2022, Warren & Luebsen, 2017, 2020). Student engagement analytics dashboards are used to provide pro-active support for students at London Met. It enables a focused view of student's engagement with their academic	Academic Mentor (AM) activity is effectively embedded within subject areas/curricular, clearly communicated and signposted via diverse range of channels to students. Students (can) engage with AM resource and activities delivered via group and individual 1-2-1 sessions. AMs can engage students effectively and work collaboratively with teaching staff, Personal Academic Tutors, professional services, Success Coaches, and other stakeholders. Students will be supported with their learning and academic development leading to enhanced engagement with their studies and academic success. Teaching staff lead on and show active engagement with SCs to enable effective provision including strong collaboration amongst MLs, AMs other stakeholders. Students will be supported with their learning and academic development leading to enhanced engagement with their studies and

	offer and learning resources and shows early warning signs of disengagement with their studies (Foster & Siddle, 2020; Vytasek et al., 2020, Foster & Francis 2020). This approach enables a timely, customised approach to offer personalised support to re-engage students with their studies (Summers, 2024).	academic success particularly at transition stages. Engagement outreach aims to affect students' study behaviour and engagement levels over both short and long term; and changed behaviour patterns (inc. engagement levels) result in higher levels of continuation, attainment, and progression.
Personal Academic Tutors (PATS)	There is a wealth of evidence from the sector that personal tutoring offers significant advantages for new students in higher education, helping them to navigate the challenges of transitioning to independent learning leading to enhanced academic outcomes, reduced outcome inequality (Boulton, 2022; Meehan & Howells, 2019).	PATS are well trained and supported to tutor new students during their transition to independent study in higher education. There are resources available to support tutors to deliver activities that help students to develop academic confidence and confidence to navigating university systems, learning environment and working relationships. With this confidence comes a sense of belonging facilitating the student journey.
MET-CEP process	There is institutional evidence to suggest that the MET-CEP process is effective in improving student outcomes/experiences from previous iterations at London Met and other institutions for example Kingston University (Kingston University, 2023). The process is strongly aligned with our ESJF (Warren & Khan, 2023) and a newly developed toolkit representing a refreshed, data-informed version of our Learning and Teaching approach and quality assurance mechanisms (Hubbard, 2021).	The MET-CEP support programme targets Course areas with student success metrics below threshold/benchmarks. Teaching staff pro-actively engage with wraparound support package including teaching and learning resources, internal and external good practice and developing local action plans to address key concerns identified

		through analysing student engagement, outcomes and experience data. Build-in review/reporting cycles enable adjusting and evaluating the change process to achieve improvements in key metrics.
Comprehensive programme of transition activities.	Effective and comprehensive support for transition to higher education ensures that students are equipped in terms of their skills and confidence to succeed from the outset. There is considerable evidence relating to what constitutes effective transition and what the transition needs are (Coombs, 2021; Gongadze et al., 2021; Jones, 2022; Meehan & Howells, 2019).	Transition activities are an integral part of pre-enrolment and induction activities. They focus on developing a good understanding of London Met processes, academic preparation and support, social integration cand career and personal development. Some transition activities are bespoke to groups of students such as students who have been out of education for some time and care leavers. Successful university transition ensures that students feel supported and confident academically and socially while being empowered to succeed in their personal and professional growth.
Intervention strategy 3: Progression		
Embedding employability into the student lifecycle	Embedding employability skills from the start of the student lifecycle ensures that students are consistently prepared for the job market. Our experience has demonstrated that personalized support that addresses the lived experiences of our students enhances strategies to overcome specific barriers and provide tailored guidance. Accredited work-based learning in the form of work placements or live projects in addition to networking opportunities with employers, increases access to	Commitment to integrating employability, particularly recruitment processes, into curriculum. Employers are open to partnering and value diversity and student participation

	job markets and professional growth. These activities ensure the curriculum is aligned with industry needs and maximize graduate success (Advance HE, 2024; AGCAS, 2024).	
Tailored Careers Mentoring Scheme to raise confidence, provide role models and help student career planning	Students from underrepresented groups often face systemic barriers to professional employment. Providing targeted support through mentorship can help mitigate these disparities and promote equality. By leveraging positive role models to increase motivation and aspirations. The benefits of careers mentoring are widely established (Hamilton et al., 2019). Examining the impact of a university mentorship program on student outcomes. London Metropolitan University has run a successful mentoring scheme for many years and wishes to further develop this to positively impact underrepresented groups. Careers Mentoring with training can provide students with practical knowledge, skills, and experiences that are directly applicable to their career development, making them more competitive in the job market (AGCAS, 2021).	Mentor availability, effective pairing, student engagement to complete mentoring programme (can be staff resource heavy) and requires consistent and meaningful engagement from mentors, which relies on their willingness and ability to participate.
Graduate support – to provide enhanced Met Grad Support Package to recent graduates to transition seamlessly into the graduate labour marker	Our students have competing demands on their time and often job applications are left to when students have completed their studies. Research by Universities UK highlights that graduate confidence can create challenges into entering the labour market and in 2022/23, the Careers and Employability Service conducted our own research and identified 261 graduates unemployed six months after graduation that needed support and were lower in confidence. We have been able to introduce a course end career readiness data point which will help triage support at a much earlier stage (Ramaiah & Robinson, 2022).	Graduates engage with the programme support offered and employers are committed to fostering diversity and inclusion within their organisations.

Intervention strategy 4: Health and Wellbeing		
Disabled Students Buddy Scheme to support first year enrolled students with settling into university life and accessing all areas of support that they require.	Internal evidence reveals that some students find the transition into HE challenging, particularly those from outside of the UK who may be moving to an unfamiliar country/city. Current literature shows that peer-based support mechanism empowers students to become integrated into the University community, improve individual student experience and also improve individual student outcomes (Byl & Engels, 2019; Crooks et al., 2022; Pham & Muralles, 2023).	Effective communication between students and buddy (peers). Appropriate signposting to support where needed.
Workshops for students with disabilities: Technology-based study skills workshop series – Get Tech Go. DSA Own It Workshops for disabled students to aid understanding of application and engagement around Disabled Students Allowance	Current literature demonstrates that Assistive technology helps create inclusive learning environments - It ensures that all students, regardless of their abilities, can fully participate in classroom activities, ensuring that no one is left behind (Khanna & Bhola, 2023; Kisanga & Kisanga, 2022). Consequently, it supports various learning styles and abilities, resulting in improved academic performance and increased engagement (Evmenova, 2020; Technology & 2021, 2021). Additionally, assistive technology enables students with disabilities to develop more independent learning skills (McNicholl et al., 2023). It is anticipated that the delivery of Get Tech Go workshops and events will impact positively upon student experience and individual academic outcomes (Sanders, 2023). Internal evidence shows that a significant proportion of students who are eligible to apply for the Disabled Students' Allowance (DSA), do not do so, yet increasing the number of eligible students who apply for DSA (where eligible) ensures that an optimal support package is in place to support those who have a disability. The intervention will thus improve DSA	Availability of workshop materials and a full technology-based study skills programme; comprehensive referral and support materials for student; and Computer lab/s to run workshop. Space and time to run and lead DSA Own It workshops; Information for students concerning DSA; DSA application forms, communication to students to promote the events.

	applications within the community of students that are eligible to apply via workshops to raise awareness of DSA and guide students with their applications.	
Tailored workshops around financial wellbeing.	Internal data shows that students who had access to Hardship funds in the past, were more likely (93%) to remain on course and progress to the next year. High lighting the Hardship Fund early allows students to access further financial support. Over the last 3 years around 1000 student registered each year on the financial wellbeing platform, allowing them to engage with financial topics.	Advisers from the team, depending on the funding stream will undertake online and in person sessions for students.
Dedicated support for Care leavers and Estranged students.	Internal evidence shows that 1-1 dedicated support via a named adviser ensures students have a point of contact to refer to in the department that can support them in money and accommodation advice as well as referring to our specialist teams. The intervention will thus ensure students are aware of the correct Student Finance support depending on their cohort, as well as bursary entitlement.	Named student advisers to support the students throughout university.

Access and Participation Plan Glossary

This glossary provides explanations for key terms and abbreviations used in our Access and Participation Plan. Additionally, it covers terminology relevant to this context and the broader university environment.

The resource aims to help students, staff and wider stakeholders at London Met to gain a better understanding of the terminology and phrases used within the access and participation agenda and specifically our plan.

Academic Board	The Academic Board is responsible under delegated authority from the Board of Governors for maintaining and enhancing the academic performance of the University in teaching, examining and research, and for advising the Board of Governors on matters relating to the educational character and mission of the University.
Academic Mentors	The Academic Mentor system is designed to provide subject specific support to students throughout their time at London Met. Academic Mentors' primary purpose is to give advice and guidance relating to students' educational journey, and to signpost them to appropriate sources of specialist advice and support as appropriate within the university.
Academic self-efficacy	Academic self-efficacy refers to a learner's beliefs and attitudes towards their capabilities to achieve academic success and their belief in their ability to fulfil academic tasks. Learners with high academic self-efficacy are less likely to attribute failures to their own lack of ability and are more likely to have higher self-belief when faced with complex tasks.
Access and Participation Operational group (APOG)	The Access and Participation Operational Group (APOG) is responsible under delegated authority from the Learning Teaching and Quality Committee for oversight and development of the Access & Participation Plan (APP), its operational delivery and the enhancement of associated practice within all London Metropolitan University activities.
Access and Participation Plan (APP)	Access and participation plans (APPs) set out how universities will support under-represented and disadvantaged groups of students getting into and through the University and address any gaps in their access or degree outcomes for under-represented students.
Access HE	AccessHE is the pan-London organisation supporting the progression of under-represented student groups into and through higher education (HE).

Access	It typically refers to activities and programmes of targeted outreach with schools, colleges and employers to ensure underrepresented groups have equal and equitable opportunities to enter higher education.
Aim, objectives and targets	**Aims** are a provider's high-level aspirations. These may be general or more specific (where, for example, the provider has a particular remit for an underrepresented group, such as mature students or children from military families). **Objectives** explain how these aims will be achieved and should be time bound. There may be several objectives related to meeting one strategic aim. **Targets** show what progress the provider expects to make towards meeting its objectives over the plan's duration.
Assessment of Performance	A review of data focused on UK students' access, continuation, completion, degree outcomes and progression. This data derives from several sources including the Office for Student's access and participation data dashboard and internal data sources
Attainment	Attainment in higher education is part of the success stage of the student lifecycle and considers the academic outcomes achieved by students.
Awarding gap	There are identified gaps in degree outcomes for underrepresented groups when compared with their peers. We refer to this difference as the awarding gap. The Office for Students has set ambitions for itself and the sector to eliminate the unexplained gap in degree outcomes (1sts or 2:1s) between white students and black students by 2024-25, and to eliminate the absolute gap (the gap caused by both structural and unexplained factors) by 2030-31.
BAME (Black, Asian and Minority Ethnic groups)	The term BAME refers to black, Asian and minority ethnic groups. There are significant equality gaps between different ethnic groups in terms of access, success and progression in higher education. The extent of these gaps varies depending on ethnic group and stage of the student lifecycle.
Belonging	It has been defined as "the extent to which individuals feel like a valued, accepted, and legitimate member in their academic domain […] belonging has long been recognized as an innate human need and an important driver of physical and psychological well-being (Lewis et al., 2016). A 'sense of belonging' is associated with improved academic outcomes (Mountford-Zimdars et al., 2015).
Blackbullion	Blackbullion is a financial e-learning tool with the aim to provide students with money management skills for life.

Board of Governors (BoG)	The <u>Board of Governors</u> is the University's governing body. The Board is the supreme authority within the University, responsible under the University's Articles of Association for "determining the educational character and mission of the University, for stewardship of its resources and for oversight of its activities".
British Association for Counselling and Psychotherapy (BACP)	**BACP** is the professional association for members of the counselling professions in the UK.
Bursary	Bursaries are extra sources of financial help available from colleges and universities. They're paid on top of any Student Loans or grants you may get. Bursaries don't have to be repaid.
Capital	Refers to the different forms of resources that individuals and groups possess, which can be converted into power and influence in a particular space. Variations include social capital (access to social networks: "who you know") cultural capital (which may include language proficiency, education level and awareness of cultures considered to be legitimate) and economic capital (material wealth and resources).
Care experienced students	A care experienced student is someone who has spent any amount of time in local authority care, such as foster care or residential children's homes, but may not meet the definition of a care leaver.
Care Leaver Bursary	The University is dedicated to supporting students who have been in care prior to embarking on their undergraduate course. The <u>Care Leaver Bursary</u> is a cash award of £1,500 per year for the duration of study.
Care Leaver	As per the guidelines from <u>Buttle UK</u>, here at London Met we define a care leaver as a person who has been looked after (for at least 13 weeks since the age of 14), and who was in care on their 16th birthday. A young person's status as a care leaver can be divided into the following: • eligible child – a young person who is 16 or 17 and who has been looked after by the local authority/Health and Social Care Trust for at least a period of 13 weeks since the age of 14, and who is still looked after • relevant child – a young person who is 16 or 17 who has left care after their sixteenth birthday and before leaving care was an eligible child

	• former relevant child – a young person who is aged between 18 and 21 (or beyond if being helped with education or training) who, before turning 18 was either an eligible or a relevant child, or both
Careers and Employability	London Met's Careers and Employability Team is here to help students develop the knowledge, skills and experience needed to make informed decisions and to build a rewarding career. Services are available to students and recent graduates for up to three years following graduation.
Careers Education Framework	The Careers Education Framework is an approach to employability based upon an ethos of social justice to improve graduate outcomes for all students. It is a flexible, inclusive model of work-based learning (WBL). It has been developed in collaboration with students, employers, and academic and professional service staff across the University and provides a fully embedded careers education model that is adaptable and can be used across any discipline.
Centre for Equity and Inclusion	The Centre for Equity and Inclusion sits at the heart of London Met as the ideological driving force behind its pedagogy, the student experience and workplace culture. It is the catalyst through which we actualise our commitment to social justice.
Civic University Agreement	Our Civic University Agreement outlines London Met's commitment to serving our local community and drive positive change in London through collaboration and education.
Co-creation	Co-creation is a process of student engagement that encourages students and staff members to move away from curriculum as delivery, to curriculum as the joint making of meaning. Both staff and students have a voice and a stake.
Completion metric	The completion metric tracks students from the date they commence their studies and considers their completion outcomes four years and 15 days after their commencement date.
Continuation metric	The continuation metric examines whether student entrants continue their studies or not one year and 15 days after their commencement date.
Counselling Service	The counselling service is a team of supportive and experienced staff, who know what it's like to be a student juggling other responsibilities at the same time. Counselling provides an opportunity not only to talk about any personal or emotional difficulties that may be concerning you, but also to help you lead a more fulfilling and successful life, particularly at university. This process takes place in a space which is empathic, non-judgmental and, within legal requirements, confidential.

Course Enhancement Process (CEP) & Met CEP	London Met's institution-wide quality assurance approach called Course Enhancement Process is embedded across all degree programmes as a continuous enhancement process boosting student outcomes and experience. MET-CEP is a specific strand under the Course Enhancement Process (CEP) focused on improving key performance metrics as a key institutional priority under London Met's Student Success Strategy.
Deficit model	The deficit model is the perception that outcome gaps are the result of deficiencies in certain student populations due to their particular culture or background. Early higher education culture around awarding gaps emphasised remedial approaches that targeted these perceived deficiencies. Most universities now refute the deficit model and focus on the structural inequalities that unfairly disadvantage students. Note that the 'staff deficit' model can be similarly unhelpful, and we seek to find practicable solutions and celebrate the inclusive approaches already being practiced
Disability & Dyslexia Service (DDS)	DDS at London Met provides advice, guidance, and support to current and prospective students at London Metropolitan University who have a disability, a Specific Learning Difficulty (SpLD) such as Dyslexia or Dyspraxia, students who are deaf or hard of hearing, blind or partially sighted students, students with chronic long-term health conditions and students with mental health difficulties.
Disability (under Equality Act 2010)	Disability is defined under the Equality Act 2010 and refers to a person with 'physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.
Disabled Student Allowance (DSA)	A grant to help with any extra essential costs students may have as a direct result of their disability. Further information available here: https://www.gov.uk/disabled-students-allowance-dsa
Education for Social Justice Framework (ESJF)	London Metropolitan University has launched its Education for Social Justice Framework (ESJF) in 2020 as an integrative framework for inclusive curriculum redesign. The purpose of the framework is to provide education that enables our students to gain knowledge, develop their potential and achieve success that empowers them in their careers and to become agents (active citizens) of positive change in the world. We believe our curricula and practice must align with principles of equity, with who our students are, and the challenges facing London and its communities.
Equality of Opportunity Risk Register (EORR)	A list of national risks to equality of opportunity identified by the Office for Students (OfS). The OfS sets out the greatest sector-wide risks to equality of opportunity in English higher education. Further info here: https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/

Equality of opportunity	In the context of higher education, 'equality of opportunity' means that individuals are not hampered in accessing, succeeding and progressing from higher education because of their background or circumstances they cannot fairly influence.
Equality	the state of being equal in status, rights, and opportunities. It refers to the idea that everyone should be treated with the same level of respect, regardless of their race, gender, religion, sexual orientation, or any other characteristic. Equality involves the elimination of discrimination, bias, and prejudice, and the promotion of equal access to education, healthcare, employment, and other opportunities (NERUPI Glossary 2023)
Equity	The term "equity" refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures (NERUPI Glossary 2023).
Estates strategy	London Met's Estates Strategy (2022-2031) builds on our institutional corporate plan and outlines key projects and calls for "vibrant campuses" and "cutting edge facilities".
Estranged students	In Higher Education, the term 'estranged' applies to students who are aged 18 to 24 and have no communicative relationship with one or both of their parents. In addition, these students often lack the support of their wider family. Students may be estranged before entering higher education but can also be at risk of becoming estranged during their studies.
Ethnicity gaps	There are significant equality gaps between different ethnic groups in terms of access, success and progression in higher education. The extent of these gaps varies depending on ethnic group and stage of the student lifecycle.
Evaluation	The periodic, retrospective assessment of an organisation, an area of work, project or course, that might be conducted internally or by external independent evaluators. Evaluation uses information from monitoring - current and historic - to develop an understanding and inform planning.
Evidence-based practice	Evidence-based practice is the idea that good decision-making is achieved through critical appraisal of the best available evidence from multiple sources. When we say 'evidence', we mean information, facts or data supporting (or contradicting) a claim, assumption or hypothesis. This evidence may come from scientific research, the local organisation, experienced professionals or relevant stakeholders.

Gender	Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society.
General Certificate of Secondary Education (GCSE)	GCSE stands for General Certificate of Secondary Education. They are highly valued by schools, colleges and employers. The qualification mainly involves studying the theory of a subject, together with some investigative work, while some subjects also involve practical work. GCSEs are usually studied full-time at school or college, taking five terms to complete.
Global majority	A collective term that speaks to and encourages non-White persons as belonging to the majority in the globe, referring to people who are racialized as Black, African, Asian, Brown, dual-heritage, indigenous to the Global South and/or racialized as 'ethnic minorities'. These groups currently represent approximately 80% of the world's population. Further information available here: https://ilpa.org.uk/people-of-the-global-majority/
Good degrees	These are first- or second-class undergraduate degree awards, considered 'good' due to the longer-term employment and wellbeing outcomes associated with them.
Grant	A grant is an amount of money (which is usually not required to be paid back) that a government or other institution gives to an individual or to an organization for a particular purpose such as education or home improvements.
Hardship Fund	The Hardship Support Fund at London Met provides financial support to help students to access and remain in higher education and can help alleviate unexpected financial hardship.
Helping students make informed decisions (HELOA)	HELOA, registered charity in England & Wales (1182953) and Scotland (SC050285) is the professional association of staff in higher education who work in student recruitment, outreach, marketing and admissions. Our members help potential students, and their families and advisers, make an informed decision about their future in education by providing high-quality information, advice and guidance. They are professional, passionate and engaged advocates for higher education.
Hidden curriculum	The hidden curriculum is the 'unwritten rules' that students must know to succeed but tend not to be formally communicated. A common manifestation of the hidden curriculum is a lack of awareness of the range of support available and how to access it, such as the social norms around approaching academic staff with questions about upcoming assessments. Renaming 'office hours' to 'student hours' is an example of a subtle change that could address this problem.

Higher Education Access Tracker (HEAT)	HEAT is a national database system to keep a record of the young people who have taken part in outreach activities. HEAT track is non-profit making service and it is founded, governed and funded by members through subscription. It allows members to monitor and evaluate longer-term impacts of their outreach activities on assisting students' progression into higher education.
Identity markers	Identity markers embody characteristics that have meaning to us and the society in which we exist. You may describe or identify yourself by your age, religion, nationality or citizenship or political persuasion, or a mix of these.
Inclusive Curriculum	An inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle.
Inclusive Practice Compendium	The Inclusive Practice Compendium is an online resource showcasing the cultural change process that has resulted from the ESJF's conception. Its compilation of case studies highlights a range of approaches with differing foci aimed at enhancing the inclusiveness of education. These examples are lifted from colleagues across the institution and demonstrate ESJF inspired changes to their practice and curricula. The compendium not only provides a range of inclusive practice examples, but also includes resources and guides from across the sector, enabling colleagues to learn from each other and be inspired to renew and refresh their own practice, which in turn could contribute to furthering this resource in the future.
Inclusive Practice	The Equality Challenge Unit (now part of Advance HE) describes inclusive practice as 'an approach to teaching that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student body as a resource that enhances the learning experience' (*Equality Challenge Unit, 2014*).
Indication of risk	An indication of risk is the term used by the OfS to refer to a potential impact of a risk to equality of opportunity in relation to higher education, that is visible in data or apparent through other insights. For example, lower continuation rates for a specific student group in comparison to another is a potential indication of risk of insufficient academic support (a risk to equality of opportunity).
Indices of Multiple Deprivation (IMD)	The Indices of Multiple Deprivation (IMD) are a set of statistical indices used in the United Kingdom to measure the relative deprivation of postcodes, ranking them from 1 to 5. Quintiles 1 & 2 encompass the two most deprived areas of the United Kingdom and Quintiles 3, 4 & 5 refer to the three least deprived areas. The indices are typically used to target resources and interventions to areas with the greatest need.

Information, Advice and Guidance (IAG)	Information, advice and guidance provided by higher education providers plays an important role in students' choices from pre-entry to higher education, throughout their studies and through to progression into employment or further study.
Intersectionality	Intersectionality highlights that different aspects of individuals' identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native, etc.), which raises important implications for the policy-making process (Varsik & Gorochovskij, 2023).
Intervention strategy	An intervention strategy is a coherent group of activities or measures, such as new policies or programmes of work, that a provider will undertake or put in place to address the risks to equality of opportunity it has identified through its assessment of performance and achieve its objectives. The intended outcome(s) of an intervention strategy should relate directly to reducing or eliminating these risks, and to any related targets and objectives. The outcomes may also contribute to other objectives. Individual activities within the intervention strategy may have their own outcomes.
Key Performance Indicators (KPI)	The Higher Education Statistics Agency (HESA) publishes Performance Indicators for Higher Education in the UK annually. The indicators provide comparative data on the performance of institutions in widening participation, student retention, learning and teaching outcomes and research output.
LGBTQ+	An Umbrella term pertaining collectively to people who identify as lesbian, gay, bisexual, or transgender, and to people with gender expressions outside traditional norms, including nonbinary, intersex, and other queer people (and those questioning their gender identity or sexual orientation), along with their allies
London Met Lab	The London Met Lab represents an ambitious goal to develop lasting and meaningful engagement with partners across the capital as we work to deliver solutions to the challenges faced by local groups and communities. Through a blend of research and impact work which supports the key priorities of partners, as well as practical action, such as volunteering initiatives or community development projects, the London Met Lab aims to foster a collaborative approach to making change.
Mental Health	**Mental health** refers to a full spectrum of experience ranging from good mental health to mental illness. Please see further information on the Advance HE website. • **Good mental health** means more than the absence of illness. It will refer to a dynamic state of internal equilibrium in which an individual experiences regular enduring positive feelings, thoughts and behaviours, can

respond appropriately to normal negative emotions and situations and is able to make a positive contribution to their community.

- **Mental illness** will be taken to mean a condition and experience involving thoughts, feelings, symptoms and\or behaviours, that causes distress and reduces functioning, impacting negatively on an individual's day to day experience and which may receive, or be eligible to receive, a clinical diagnosis.

- **Mental health problems or poor mental health** will refer to a broader range of individuals experiencing levels of emotional and\or psychological distress beyond normal experience and beyond their current ability to effectively manage. It will include those who are experiencing mental illness and those whose experiences fall below this threshold, but whose mental health is not good.

National Association of Disability Practitioners (NADP)	NADP is the Professional Association for disability and inclusivity practitioners in further and higher education. The National Association of Disability Practitioners (NADP) is the Professional Association for those working in the tertiary education sector, who are involved in the management or delivery of services for disabled students.
National Association of Student Money Advisers (NASMA)	NASMA is a professional membership association for those across the UK working within the student money advice sector. The association helps their members to provide the best support to students by promoting the development and sharing of sector best practice and free exchange of ideas, developing members' skills through professional development events and conferences, and representing the views of their members by working closely with national decision makers and their influencers.
Network Evaluating & Researching University Participation Interventions (NERUPI)	NERUPI is a community of practice for those seeking to reduce inequalities in higher education access, participation and progression. NERUPI members work with the NERUPI Evaluation Framework to plan, develop and evaluate their programmes and activities. With clear aims and objectives based on both theory and practice - a praxis approach - it provides a sound basis for improving practice in teams across the student lifecycle from outreach to student success to graduate progression.
Neurodivergence	The term "neurodivergent" describes people whose brain differences affect how their brain works. That means they have different strengths and challenges from people whose brains don't have those differences. The possible differences include medical disorders, learning disabilities and other conditions.

Office for Students (OfS)	The Office for Students (OfS) is the independent regulator of higher education in England. We aim to ensure that every student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers. We regulate to promote quality, choice, competition and value for money in higher education, with a particular remit to ensure access, success and progression for underrepresented and disadvantaged groups of students.
OfS Standards of Evidence (Type 1 - 3)	The OfS 'Standards of Evidence' categorises evidence into the following 'types': **Type 1** – Narrative: there is a clear narrative for why we might expect an activity to be effective. This narrative is normally based on the findings of other research or evaluation. **Type 2** – Empirical Enquiry: there is data which suggests that an activity is associated with better outcomes for students. **Type 3** – Causality: a method is used which demonstrates that an activity has a 'causal impact' on outcomes for students.
Outreach	Through higher education outreach, universities and colleges work with schools, local authorities and third sector organisations to encourage people who might not have traditionally considered higher education to do so by raising awareness and expectations, challenging barriers and providing opportunities
PASS	The PASS (Peer-Assisted Student Success) scheme provides invaluable peer-led, course embedded support to students with the help of trained Success Coaches. These are current students and graduates who are acting as mentors and role models. Success coach support and sessions are designed to support the creation of peer-to-peer connections, motivation to study and student networks.
People Strategy	London Met recently launched the first dedicated People Strategy representing its ongoing commitment to build a thriving, supportive community, nurturing ambition, pride, wellbeing, and inclusivity.
Personal Academic Tutor (PAT)	The Personal Academic Tutor (PAT) scheme at London Metropolitan University has been designed to support our students with their personal, academic and professional development needs during their journey with the University.
Positive Action	Positive action refers to steps that universities and colleges can take to encourage people from different groups in order to overcome historic disadvantages, or low participation education, training and welfare. The Equality Act 2010 harmonised positive action across the different protected characteristics. In Northern Ireland the positive or affirmative action provisions vary for different protected characteristics.

These voluntary positive action measures must aim to:

- alleviate disadvantage experienced by people who share a protected characteristics; or

- reduce underrepresentation in relation to particular activities; or

- meet particular needs.

Further information available on the Advance HE website

PowerBI dashboard	Microsoft Power BI is a business intelligence (BI) platform that provides nontechnical business users with tools for aggregating, analyzing, visualizing and sharing data. Power BI's user interface is fairly intuitive for users familiar with Excel, and its deep integration with other Microsoft products makes it a versatile self-service tool that requires little upfront training.
Progression metric	In England, the Office for Students (OfS) has created the progression metric which for full-time, first degree and UK domiciled students requires courses to have 60% of graduates with positive outcomes 15 months after graduation (ie. Further study/professional employment)
Quality Assurance in Higher Education (QAA)	The Quality Assurance Agency for Higher Education (QAA) is an independent charity working to benefit students and higher education, and one of the world's experts in quality assurance. We are trusted by higher education providers and regulatory bodies to maintain and enhance quality and standards. We ensure that students are involved in all aspects of our work.
Senior Leadership Team (SLT)	The Senior Leadership Team (SLT) is responsible for advising the Vice-Chancellor on the exercise of the functions and responsibilities delegated by the Board of Governors to the Vice-Chancellor as the University's Chief Executive. The SLT comprises the executive of the University for the purposes of the University's Regulations and Scheme of Delegation.
Social Justice	Social justice is broadly understood as relating to ideas of fairness, equity, and inclusion. A social justice approach recognises the impact of power relations at both societal and individual levels as well as the way that certain structural features of societies create inequities in the distribution of resources and opportunities for decision-making. In addition, a social justice approach seeks different ways to make people's situations more equitable. Further information available here: https://theeducationhub.org.nz/a-social-justice-approach-to-education/
Socio-economic status	A descriptive term for the position of persons in society, based on a combination of occupational, economic, and educational criteria, usually expressed in ordered categories, that is, on an ordinal scale. Further information available here:

	https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100515750#:~:text=A%20descriptive%20term%20for%20the,is%2C%20on%20an%20ordinal%20scale.
Student Curriculum Partners (SCP)	London Met's Student Curriculum Partners (SCP) work in partnership with academic teams by reviewing course materials to help academics reflect on their practice. SCPs advise on how courses can be made more engaging and accessible to all students, ensuring they embed London Met's principles of inclusivity to support our students' success and fair outcomes.
Student Finance England (SFE)	Student Finance England (SFE) is a service provided by the Student Loans Company. They provide financial support on behalf of the UK Government to students entering higher education in the UK. Student Finance England offers funding for both undergraduate and postgraduate courses. The financial support potentially being a tuition fee loan and maintenance loan.
Student Lifecycle	The stages of an individual's journey as they consider, apply for, participate in and move on from higher education. The three stages of the student lifecycle are: Access, success, and progression.
Student Money, Accommodation & Advice team (SMAA)	The Student Money and Accommodation Advice team provide confidential phone appointments on a range of issues from undergraduate and postgraduate funding for Home and EU students, to accommodation in student halls and private rented accommodation in London. They offer support with students' funding application to Student Finance England or its non-UK team, and advice and help with resolving any difficulties students might have in the process with Student Finance England. The team also provides funding advice if students consider changing, suspending, or leaving their course, and support in liaising with other University teams, for example, the Student Fees Office and the Income Section.
Student Partnership Agreement (SPA)	The London Met Student Partnership Agreement (SPA) is an agreement between the students, the Students' Union and the University. It clearly lays down the values and principles that define everything we do as a University to ensure you have the best possible experience as you complete your degree with us.
Student Success Strategy	The Student Success Strategy 2024 is informed by London Metropolitan University's Education for Social Justice Framework which places equality, diversity and inclusion at the heart of our work. Our commitment to creating opportunities for students from all backgrounds shines throughout the amazing activities and pedagogic improvements that take place across London Met University.
Success Coaches (SC)	Success Coaches (SCs) are second- and third-year students trained as student mentors supporting students embedded across degree programmes at London Met. They provide guidance to first year students to help them develop a better understanding

	of course content, what is required in assessments, good academic skills, and effective ways to be successful students. It also helps them to adapt to university life.
Theory of Change (ToC)	A Theory of Change (ToC) is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused on mapping out or "filling in" what has been described as the "missing middle" between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved.
Transforming Access and Student Outcomes in HE (TASO)	The Centre for Transforming Access and Student Outcomes in Higher Education (TASO) was set up in 2019 and is funded by the Office for Students. TASO is an independent charity. Before becoming a charity, TASO was managed by a consortium of King's College London, Nottingham Trent University and the Behavioural Insights Team. TASO is an affiliate What Works Centre, and part of the UK Government's What Works strategy
UCAS	UCAS is an independent charity acting as the national shared admissions service for students, universities and colleges.
Wellbeing	**Wellbeing** will encompass a wider framework of which mental health is an integral part, but which also includes physical and social wellbeing. This uses a model provided by Richard Kraut (Fletcher, 2009), in which optimum wellbeing is defined by the ability of an individual to fully exercise their cognitive, emotional, physical and social powers, leading to flourishing. **Student Wellbeing** will adopt the general definition of wellbeing above, but we recognise that, in addition, students' engagement with academic learning is a key component part of their experience and makes a significant contribution to their wellbeing. More information available on the Advance HE website
Whole Provider Approach (WPA)	A whole provider approach requires alignment and consistency across the institution to create an inclusive approach which all students benefit from, irrespective of their position in the provider. A WPA is characterised by the following key aspects and • sees the adoption of the whole student lifecycle • is embedded at all levels of a provider • engages all areas of the provider's work and senior management • includes the breadth and diversity of the student population.

Widening Participation	The widening participation agenda in higher education has been in place for decades. Widening participation strategy aims to address discrepancies in the take-up of higher education opportunities between different under-represented groups of students.
Work-based learning	The term 'work-based learning' (WBL) is often used interchangeably with work-integrated learning, practice-based learning, work-related learning, vocational learning, experiential learning, co-operative education, clinical education, internship, practicum, and field education. In general, work-based learning involves learning technical, academic, and employability skills by working in a real work environment.

Annex C: Targets, investment, and fees

The OfS will append the information from the fees, investment, and targets document when an access and participation plan is published.

Reference List

Advance HE. (2024, January). Advance HE: Embedding Employability in Higher Education Framework. Framework for Embedding Employability in Higher Education.

AGCAS. (2021). THE IMPACT OF COVID-19 ON RECENT GRADUATES' CAREER DECISIONS AND OUTCOMES A report into the employment experiences of graduates from UK higher education during the Covid-19 pandemic. https://www.agcas.org.uk/write/MediaUploads/Resources/Research%20and%20knowledge/826_The_impact_of_Covid-19_on_recent_graduates_career_decisions_and_outcomes_-_July_2021.pdf

AGCAS. (2024, May). Careers innovation and impact highlighted by the Office for Students. Https://Www.Agcas.Org.Uk/News/Careers-Innovation-and-Impact-Highlighted-by-the-Office-for-Students/279324. https://www.agcas.org.uk/News/careers-innovation-and-impact-highlighted-by-the-office-for-students/279324

Andreanoff, J., Chilvers, L., Chin, P., Garratt, C., Lefever, R., Lochtie, D., Perry, C., Olga, D., & Falcon, R. (n.d.). Student-led peer learning and support Part 2-Mapping sector wide practices: literature review Student-led peer learning and support-Literature review Dr Jill Andreanoff et al. 2.

Boulton, C. (2022). Literature review: Perspectives and Practices of Personal Tutoring in Higher Education. https://www.ncl.ac.uk/mediav8/ltds/images/app-images-amp-files/Literature%20Review%20Perspectives%20and%20Practices%20of%20Personal%20Tutoring%20in%20Higher%20Education.pdf

Byl, E., & Engels, N. (2019). Peer-assisted learning as socialisation tool in a first-year university context and its effects on student integration, commitment and persistence: From the. https://doi.org/10.13140/RG.2.2.35125.93927

Coombs, H. (2021). HEPI report 146: First-in-Family Students. https://www.hepi.ac.uk/wp-content/uploads/2022/01/First-in-Family-Students.pdf

Crisp, D. A., Rickwood, D., Martin, B., & Byrom, N. (2020). Implementing a peer support program for improving university student wellbeing: The experience of program facilitators. Australian Journal of Education, 64(2), 113–126.

Crooks, C. V., Kubishyn, N., Noyes, A., & Kayssi, G. (2022). Engaging peers to promote well-being and inclusion of newcomer students: A call for equity-informed peer interventions. Psychology in the Schools, 59(12), 2422–2437. https://doi.org/10.1002/PITS.22623

Dangoisse, F., Clercq, M. De, Meenen, F. Van, Chartier, L., & Nils, F. (2020). When disability becomes ability to navigate the transition to higher education: a comparison of students with and without disabilities. European Journal of Special Needs Education, 35(4), 513–528.

Disabled Students UK. (2023). Access Insights 2023 report. https://disabledstudents.co.uk/wp-content/uploads/2023/11/Disabled-Students-UK_Access-Insights-2023-Report.pdf

Eccles, S., Hutchings, M., Hunt, C., & Heaslip, V. (2018). Risk and stigma: students' perceptions and disclosure of "disability" in higher education. Widening Participation and Lifelong Learning, 20(4), 191–208. https://doi.org/10.5456/NVPLL.20A.191

Evmenova, A. (2020). IMPLEMENTATION OF ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOMS. International Perspectives on Inclusive Education, 14, 177–193. https://doi.org/10.1108/S1479-363620200000014014/FULL/HTML

Farquharson, C. (2022). Educational inequalities - Christine Farquharson Sandra McNally Imran Tahir, Institute for Fiscal Studies. Educational Inequalities - Christine Farquharson Sandra McNally Imran Tahir, Institute for Fiscal Studies. https://policycommons.net/artifacts/2653494/educational-inequalities/3676398/

Fletcher, G. (2009). What is Good and Why: The Ethics of Well-beingBy R. Kraut. Analysis, 69(3), 576–578. https://doi.org/10.1093/analys/anp084

Foster, C., & Francis, P. (2020). A systematic review on the deployment and effectiveness of data analytics in higher education to improve student outcomes. Assessment & Evaluation in Higher Education, 45(6), 822-841. doi: 10.1080/02602938.2019.1696945

Foster, E., & Siddle, R. (2020). The effectiveness of learning analytics for identifying at-risk students in higher education. Assessment & Evaluation in Higher Education, 45(6), 842–854.

Gongadze, S., Styrnol, M., & Hume, S. (2021). Supporting access and student success for mature learners.

Hamilton, L. K., Boman, J., Rubin, H., & Sahota, B. K. (2019). Examining the impact of a university mentorship program on student outcomes. International Journal of Mentoring and Coaching in Education, 8(1), 19–36.

Heaslip, V., Hutchings, M., Collins, B., Crowley, E., Eccles, S., Hunt, C., Tooth, R., & Wardrop, A. (2020). Situating the evidence for impact of outreach strategies: A systematic review for improving access to higher education. Widening Participation and Lifelong Learning, 22(1), 25–54.

Hubbard, K. (2021). Using Data-Driven Approaches to Address Systematic Awarding Gaps (pp. 215–226). https://doi.org/10.1007/978-3-030-65668-3_16

Jones, K. (2022). Book Review: Thriving in transitions: A research-based approach to college student success by Schreiner, L. A., Louis, M. C., & Nelson, D. D. Journal of College Student Retention: Research, Theory & Practice, 15210251221093768. https://doi.org/10.1177/15210251221093769

Khanna, P., & Bhola, S. (2023). Designing Integrative and Collaborative Learning for Students with Special Needs and Learning Disabilities in an Inclusive Classroom. 173–194. https://doi.org/10.1007/978-981-99-3497-3_9

Kingston University. (2023). Kingston University - TEF 2023 Provider Submission. OfSTEF2023. https://tef2023.officeforstudents.org.uk/_entity/sharepointdocumentlocation/35181d53-3698-ee11-be37-0022481b574a/c9f0b614-2d1f-ee11-9967-000d3a8729d5?file=Kingston%20University%20-%20TEF%202023%20Provider%20Submission.pdf

Kisanga, S. E., & Kisanga, D. H. (2022). The role of assistive technology devices in fostering the participation and learning of students with visual impairment in higher education institutions in Tanzania. Disability and Rehabilitation: Assistive Technology, 17(7), 791–800. https://doi.org/10.1080/17483107.2020.1817989

Lewis, K. L., Stout, J. G., Pollock, S. J., Finkelstein, N. D., & Ito, T. A. (2016). Fitting in or opting out: A review of key social-psychological factors influencing a sense of belonging for women in physics. Physical Review Physics Education Research, 12(2), 20110. https://doi.org/10.1103/PhysRevPhysEducRes.12.020110

Martin, P. (2024). Do participants in widening participation outreach programmes in England progress to selective universities at a higher rate than would otherwise be expected? British Educational Research Journal.

McIntosh, E. A., Troxel, W. G., Grey, D., Van Den Wijngaard, O., & Thomas, L. (2021). Academic advising and tutoring for student success in higher education: International perspectives.

McNicholl, A., Desmond, D., & Gallagher, P. (2023). Assistive technologies, educational engagement and psychosocial outcomes among students with disabilities in higher education. Disability and Rehabilitation: Assistive Technology, 18(1), 50–58.

Meehan, C., & Howells, K. (2019). In search of the feeling of 'belonging' in higher education: undergraduate students transition into higher education. Journal of Further and Higher Education, 43(10), 1376–1390. https://doi.org/10.1080/0309877X.2018.1490702

Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. , & Higham, L. (2015). Causes of Differences in Student Outcomes (HEFCE).

Ní Chorcora, E., Bray, A., & Banks, J. (2023). A systematic review of widening participation: Exploring the effectiveness of outreach programmes for students in second-level schools. Review of Education, 11(2), e3406.

OfS. (2022). Insight Brief 13: Schools, attainment and the role of higher education. OfS Website-InsightBrief. https://www.officeforstudents.org.uk/media/7044/ofs-insight-brief-13-updated-10-may-2022.pdf

Peck E. (2024). Student analytics - A core specification for engagement and wellbeing analytics; Jisc Report; https://repository.jisc.ac.uk/9053/1/student-analytics-a-core-specification-for-engagement-and-wellbeing-analytics-report.pdf

Pham, K., & Muralles, D. (2023). Reimagining peer support and engagement. Reference Services Review, 51(2), 105–122. https://doi.org/10.1108/RSR-09-2022-0050/FULL/HTML

Ramaiah, B., & Robinson, D. (2022). What works to reduce equality gaps in employment and employability?

Rowan, A. L. (2024). Beyond 'Reasonable': Experiences of disabled international students in UK Higher Education. The Journal of Inclusive Practice in Further and Higher Education, 29. https://nadp-uk.org/wp-content/uploads/2024/06/5.-A-Rowan-Beyond-Reasonable-Experiences-of-disabled-international-students-in-UK-Higher-Education-2.docx

Sanders, M. (2023). TASO Report: Student mental health in 2023. https://cdn.taso.org.uk/wp-content/uploads/student-mental-health-in-2023.pdf

Sharp, E., Wray, R., & Maxwell, R. (2020). Improving student retention through enhanced academic and pastoral support: A Case Study. Innovative Practice in Higher Education, 4(1), 39–56.

Summers, R. (2024). Using learning analytics to prompt student support interventions.

Tanner, E., & Todd, L. (2016). Nuffield Foundation - Out of school activities and the education gap. https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap

TASO. (2022). TASO - Typology of attainment-raising activities conducted by HEPs: Rapid Evidence Review. https://s33320.pcdn.co/wp-content/uploads/TASO-attainment-raising-typology-and-rapid-evidence-review.pdf

TASO. (2023). Multi-intervention outreach - TASO. https://taso.org.uk/intervention/multi-intervention-outreach/

Technology, P. H.-A., & 2021, undefined. (2021). Inclusive education: The case for early identification and early intervention in assistive technology. Taylor & Francis, 33(sup1), 94–101. https://doi.org/10.1080/10400435.2021.1974122

UCAS. (2022). UCAS - Disabled students need earlier support to enter higher education. UCAS. https://www.ucas.com/file/610106/download?token=1kwt_gKE

Varsik, S., & Gorochovskij, J. (2023). Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities (No. 302; OECD Education Working Papers).

Venegas-Muggli, J. I., Barrientos, C., & Álvarez, F. (2023). The impact of peer-mentoring on the academic success of underrepresented college students. Journal of College Student Retention: Research, Theory & Practice, 25(3), 554–571.

Vytasek, J. M., Patzak, A., & Winne, P. H. (2020). Analytics for student engagement. Machine Learning Paradigms: Advances in Learning Analytics, 23–48.

Warren, D., & Khan, Z. (2023). Education for Social Justice: An Integrative Framework for Inclusive Curriculum Redesign to Enable Fair Outcomes and Promote Social Change. In *Integrative Curricula: A Multi-Dimensional Approach to Pedagogy* (Vol. 50, pp. 25–45). Emerald Publishing Limited.

Warren, D., & Luebsen, W. (2017). 'Getting into the flow of university': a coaching approach to student peer support. In *The Journal of Educational Innovation, Partnership and Change* (Vol. 3, Issue 1, pp. 262–269). https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/599

Warren, D., & Luebsen, W. (2020). Students as partners and peer coaches in student engagement: Themes from PASS scheme biographies. In *A Handbook for Student Engagement in Higher Education* (pp. 209–219). Routledge.

Wertans, E., & Burch, L. (2022). 'It's Backdoor Accessibility': Disabled Students' Navigation of University Campus. *Journal of Disability Studies in Education*, *3*(1), 57–78. https://doi.org/https://doi.org/10.1163/25888803-bja10013

Xhomara, N. (2022). Critical thinking: Student-centred teaching approach and personalised learning, as well as previous education achievements, contribute to critical thinking skills of students. International Journal of Learning and Change, 14(1), 101–120.