

# **SOAS University of London**

## **Access and Participation Plan 2025-26 to 2028-29**

### **Introduction and strategic aim**

SOAS University of London is one of the world's leading institutions for the study of Asia, Africa and the Near and Middle East. SOAS uniquely combines language scholarship, disciplinary expertise, and regional focus. We have the largest concentration in Europe of academic staff concerned with Africa, Asia, and the Middle East.

SOAS is home to the leading research and expertise on the global issues of today. Our students engage with our academics on these issues throughout their study. We are uniquely placed to inform and shape current thinking about the economic, political, cultural, security and religious challenges of our world.

Our decolonial outlook on education allows us to strive for a more equal and just world through our teaching and research. We are committed to building bridges within the global communities and forging equitable global partnerships. We challenge perspectives, broach debate, and empower our students to question the global status quo and find solutions to the issues facing the world today. Our programmes are taught by respected international academics with inter-disciplinary expertise who are engaged in fieldwork and research that influences governments, industries and communities across the world.

In an era marked by rapid societal evolution and growing awareness of diversity and inclusivity, higher education institutions play a crucial role in fostering equitable access and participation for all individuals. Recognising the importance of this mission, SOAS is committed to ensuring that every student, regardless of background or circumstance, has the opportunity to thrive academically and personally within our vibrant learning community. As a testament to this commitment, we have developed an Access and Participation Plan that clearly sets out our strategies and initiatives to promote fair access, widen participation, and enhance the overall educational experience for under-represented groups.

At the core of SOAS' Access and Participation Plan lies a strategic aim to dismantle barriers and foster an environment of inclusivity and belonging, where every individual has equal opportunities to fulfil their academic potential and pursue their aspirations. Through targeted interventions and collaborative partnerships, we aim to increase the recruitment, retention, and success of under-represented students, ensuring that our student body reflects the rich diversity of our society. By championing inclusivity and embracing diversity, we strive to create a transformative educational experience that empowers individuals to excel academically, engage meaningfully with their communities, and contribute positively to society at large.

In our previous Access and Participation Plan, we've seen both success and ongoing challenges. SOAS has maintained a strong performance in widening access and social mobility within higher education. This ensures that those who can benefit from higher education are able to do so, particularly Black, Asian and Minority Ethnic (hereinafter 'BAME') students and those who have been in receipt of Free School Meals. For example, in academic year 2021-22:

- 83.3% of young, full-time, undergraduate entrants were BAME (compared to the England higher education sector average of 34.2%).

- 38.6% of full-time undergraduate entrants had previously been eligible for Free School Meals (compared to the England higher education sector average of 18.4%).

This Plan fundamentally aligns with our broader strategic objectives, ensuring our aspirations for equality of opportunity. To achieve our strategic objectives, we've developed three intervention strategies across the whole student lifecycle. Fair access and participation are woven into each one, but are especially emphasised in our plans for Access, Participation and Student Success, where we've identified measurable key performance indicators.

At SOAS, we uphold institutional accountability and active involvement in widening participation. The remit of this work falls within the Access, Participation and Student Success team and the department covers two distinct areas of work: widening access to groups under-represented in higher education and supporting under-represented students at SOAS to succeed in their studies.

This structure supports and promotes a holistic whole life cycle approach to access and participation that integrates co-design, delivery, and evaluation at every stage, placing students at the centre of our plan.

## Risks to equality of opportunity

Risks to equality of opportunity were identified through completing an assessment of performance using the Office for Students (OfS) APP data dashboard, the OfS Equality of Opportunity Risk Register (EORR) and internal data. Our analysis shows several indications of risk to equality of opportunity with underlying and contributory risks identified in each intervention strategy. A full analysis can be found in Annex A.

- **Indication of Risk one:** There is a lower proportion of students at SOAS from TUNDRA quintiles 1 and 2 (versus other quintiles), and sector analysis suggests that this is because of gaps in prior attainment.
- **Indication of Risk two:** There are gaps in continuation for students from TUNDRA Lower Super Output Areas (LSOAs) quintiles 1 and 2 (versus those from quintiles 3-5). Underlying causes are complex - financial and academic support, as well as sense of belonging are factors.
- **Indication of Risk three:** There are gaps in continuation for certain intersections of ethnicity and gender, particularly Black and White males. Underlying causes are complex, and it is possible that the same combination noted against risk two - financial and academic support, as well as sense of belonging are factors.
- **Indication of Risk four:** There is a gap in continuation between students with a mental health condition versus students with no mental health condition. Both our internal and external sector analysis suggest the underlying causes are complex and varied.
- **Indication of Risk five:** There is a gap between students in receipt of Free School Meals and those not in receipt of Free School Meals being awarded a first or upper class second degree.
- **Indication of Risk six:** There are broad awarding gaps between intersections of Black and White students. It is likely that there are underlying structural issues contributing to the success disparities. Furthermore, the factors affecting success disparities among other student demographics as outlined in this Plan may intersect and exacerbate these outcomes.

It is important to note that indications of risks not included in this Plan will also be monitored closely and addressed where appropriate. For example, we are aware that access rates for mature students are lower than the sector average. Although the proportion of our intake of mature students has declined this is largely due to the introduction of our Foundation Year in 2019. The Foundation Year accounts for a significant minority of our intake and is aimed at increasing access for young students. Mature student enrolment numbers on our direct entry undergraduate programmes have remained broadly steady over the past six years.

The SOAS intake for students with a declared care experienced background is very small. In the 2023 intake, for example, there were seven students. Numbers of this size mean that a quantitative analysis of outcomes is unlikely to provide meaningful insight. During the access stage we will continue to use disclosures through UCAS applications to monitor the number of applications received and will continue with our current practice of considering declared care leaver status as a key factor in our contextual approach to admissions. During the success stage, when a student declares they have a care leaver background, SOAS monitors their progression across the lifecycle through a nominated member of staff in the Access, Participation & Student Success team.

Where we have seen short-term indications of risk (i.e., in one year's data only) we will closely monitor trajectories and implement targeted interventions as necessary.

## Objectives

We are committed to diversity and inclusivity and have a continuous commitment to widening access and participation across the student lifecycle. Our assessment of our performance highlights areas of success with diversity at its core; particularly in access. The SOAS intake is very diverse. We have a smaller proportion of White students than the sector as a whole (by 49 pp), and higher for every other ethnicity group. Our institution is exceptionally diverse across several demographics, and we consider this one of our key strengths. We also face significant challenges in student success where statistics around the outcomes of students broken down by ethnicity and social class appear to be unduly skewed towards White and wealthier students. We will put in place measures to address these differentials and increase our investment to meet the challenging targets we have set ourselves.

The indications of risk highlighted in this Plan cover the whole student lifecycle. To address these, we have outlined six objectives. Objectives one and two aim to address gaps in access, continuation and awarding of students who are socioeconomically disadvantaged. Objective four considers the impact of mental health conditions on continuation. Objectives three and five respond to gaps in continuation and awarding between Black and White students.

- **Objective 1:** We will contribute to the Office for Students' priority to raise the attainment of young people, with particular attention paid to those in areas of low progression to HE (TUNDRA), as well as to learners eligible for Free School Meals, from IMD quintiles 1 & 2, and from racialised backgrounds. Our internal target is to implement sustained, evidence-informed programmes that produce evaluation results associated with increased attainment at GCSE for learners from the groups identified above.

- **Objective 2:** To reduce the 2-year rolling average continuation gap between TUNDRA quintile 1 and quintile 5 from 8.2pp to 6pp, by improving the continuation rate of quintile 1 students.
- **Objective 3:** To reduce the gap in the 2-year rolling average continuation rate for White students and Black students, compared to the rate for students of all other ethnicities, to 2pp, by increasing continuation rates for White and Black students (males in particular).
- **Objective 4:** We are committed to supporting students who disclose a mental health condition, ensuring support services are accessible and effective, promoting mental well-being among students, and fostering a supportive environment that facilitates academic success.
- **Objective 5:** To reduce the gap in the 2-year rolling average awarding rate of 2:1s and above between Free School Meal eligible students and their counterparts from 8.4pp to 5pp, aiming for more equitable outcomes regardless of socioeconomic background.
- **Objective 6:** To reduce the gap in the 2-year rolling average awarding rate of 2:1s and above between Black students and White students from 10.3pp to 6.5pp.

## Intervention strategies and expected outcomes

The objectives outlined above have been developed into the intervention strategies outlined below. These strategies are rooted in theories of change and encompass proven activities aimed at meeting our objectives. We will continue to provide a diverse portfolio of widening access and student success activities. Within this broader approach, we will aim interventions at students from under-represented groups to ensure positive outcomes. This is not covered by the following intervention strategies but aligns to our wider commitment, ensuring that every student, regardless of background or circumstance, has the opportunity to thrive academically and personally within our vibrant learning community.

### Intervention strategy 1 (IS1): Widening access and raising attainment.

This strategy addresses the access part of the life cycle. The assessment of performance identified one area of risk in relation to access to higher education:

- **Indication of Risk one:** There is a lower proportion of students at SOAS from TUNDRA quintiles 1 and 2 (versus other quintiles), and sector analysis suggests that this is because of gaps in prior attainment.

### Objectives and targets

We will contribute to the Office for Students' priority to raise the attainment of young people, with particular attention paid to those in areas of low progression to HE (TUNDRA), as well as to learners eligible for Free School Meals, from IMD quintiles 1 & 2, and from racialised backgrounds. Our internal target is to implement sustained, evidence-informed programmes that produce evaluation results associated with increased attainment at GCSE for learners from the groups identified above.

### Risks to equality of opportunity

Knowledge and skills, Information and guidance, Perception of higher education.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
(New) Priority School Network	Partnership agreements with key schools, including delivery of in-school and on-campus activity, and a strand for teachers.	0.3 FTE staff time for development of project and liaison with schools, resources, ambassador time, training for student ambassadors.	Increased school engagement with SOAS outreach activities.	Although these activities take place much earlier in a learner's educational journey, we consider them all to connect to Intervention Strategies 2 and 3.
(New) Assisted Reading Programme	1-2-1 reading support for pupils in Year 2 & 3; scaling up from 4 schools to 16 over the course of the IS.	0.3 FTE staff time for development of project and liaison with schools, resources, ambassador time, training for student ambassadors.	Improved reading skills, increased attainment.	
(New) Critical Thinking Programme	Skills development sessions for Year 8 pupils; scaling up from 5 schools to 20 over the course of the IS.	0.3 FTE staff time for development of project and liaison with schools, resources and resource development, training for staff Ambassador time, training for student ambassadors.	Increased critical thinking, increased meta-cognitive strategies, increased cognitive study strategies, increased academic self-efficacy, increased attainment.	

(Expanded) Subject Literacy Programme	Subject-specific, curriculum-linked project to build literacy, scaling up from 3 schools to 12 over the course of the IS.	0.3 FTE staff time for development of project and liaison with schools, resources and resource development (with academic input), training for staff Ambassador time, training for student ambassadors.	Improved reading skills, improved speaking skills, increased subject knowledge, increased academic self-efficacy, increased attainment.	support progression to university, evidence shows that they are also linked to successful outcomes at university.
(Existing) Year 10 Summer School	Summer school for Year 10s to explore benefits of progressing to HE, increase confidence in their capacity to progress, develop study skills and extend understanding and contextualise learning.	0.3 FTE staff time for development of project and liaison with schools, resources and resource development, training for staff ambassador time, training for student ambassadors, academic input on delivery of project.	Increased confidence, increased critical thinking, increased attainment.	
(Existing) The Brilliant Club	Supporting The Brilliant Club's Scholars Programme through providing tutors and hosting visits.	0.3 FTE staff time for overseeing project, ambassador time, training for student ambassadors.	Increased subject knowledge, improved written communication, increased critical thinking, increased academic self-efficacy.	

**Total cost of activities and evaluation for intervention strategy 1:**

Y1 = £113 000

Y2 = £124 000

Y3 = £136 000

Y4 = £147 000

Total across the Plan = £520 000

**Summary of evidence base and rationale:** We have conducted a literature review, consulted with teachers, and reviewed the findings of pilot projects and previous outreach projects. All the activities in this IS have been developed using TASO and NERUPI-informed Theory of Change materials, outcomes, outcome measures and evaluation tools. The activities are designed to build on each other and are the result of a recalibrating of our outreach to work increasingly with pre-16 learners (though post-16 activity is continuing, it is not included in this IS). See Annex B for further information.

**Evaluation:** We intend to evaluate each activity within this intervention strategy to generate OfS Type 2 standards to establish whether or not they lead to the intended outcomes (which are associated with increased GCSE attainment and/or increased progression to HE), with the exception of the Priority Schools Network which will be a Type 1 evaluation, and the collaboration with The Brilliant Club, for which the evaluation approach will be overseen by The Brilliant Club themselves.

Given the volume of new activity in this IS, implementation and process evaluation will be embedded into the delivery of the activities and will be used to review activities and ensure they are fit for purpose throughout the length of the Plan period.

Impact evaluation will focus on evidence-informed intermediate outcomes (often measured with pre- and post-intervention use of the TASO ASQ), triangulated with qualitative evaluation from teachers as appropriate. In addition, we will use HEAT to track longitudinal outcomes in attainment at KS4 and 5, and progression to HE. See Annex B for more detailed information.

We will start the intervention strategy in the 2025-26 academic year, and we intend to publish interim findings every year in our Annual Impact Report. We will also share our findings through networks such as NERUPI and FACE.

For a full summary please see Annex B.

## **Intervention strategy 2 (IS2): Non-Continuation Rates**

This strategy addresses the student success part of the life cycle. The assessment of performance identified three areas of risk in relation to continuation rates:

- **Indication of Risk two:** There are gaps in continuation for students from TUNDRA Lower Super Output Areas (LSOAs) quintiles 1 and 2 (versus those from quintiles 3-5).
- **Indication of Risk three:** There are gaps in continuation for certain intersections of ethnicity and gender, particularly Black and White males.
- **Indication of Risk four:** There is a gap in continuation between students with a mental health condition versus students with no mental health condition.

### **Objectives and targets**

**Objective 2:** To reduce the 2-year rolling average continuation gap between TUNDRA quintile 1 and quintile 5 from 8.2pp to 6pp, by improving the continuation rate of quintile 1 students.

**Objective 3:** To reduce the gap in the 2-year rolling average continuation rate for White students and Black students, compared to the rate for students of all other ethnicities, to 2pp, by increasing continuation rates for White and Black students (males in particular).

**Objective 4:** We are committed to supporting students who disclose a mental health condition, ensuring support services are accessible and effective, promoting mental well-being among students, and fostering a supportive environment that facilitates academic success.

### **Risks to equality of opportunity**

Knowledge and skills, information and guidance, insufficient personal support, insufficient academic support, mental health, cost pressures.



Activity	Description	Inputs	Outcomes	Cross intervention strategy?
(New) Development of a comprehensive student success programme.	Through student consultation and using data analysis to inform the development and implementation of an enhanced sustained engagement programme of support for students from enrolment through to graduation.	2.5 FTE staff time across the Access, Participation and Student Success team in collaboration with the Student Experience, Engagement and Retention, Student Advice and Wellbeing and Learning, Teaching and Enhancement teams.	Supporting transition to higher education and enhanced academic attainment, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	IS3
(New) Student Ambassador Advisory Panel	Student ambassadors with a WP background will meet termly to co create the student success programme, pilot projects and provide student voice.	0.3 FTE staff time for overseeing panel, ambassador time, support for student ambassadors.	Co-creation of student success activities that will improve non-continuation rates. A paid work opportunity that will provide financial support. Ambassadors develop transferable skills which can be applied in their future career.	IS3

(Existing) Student Success Conference.	A three-day transitional programme designed for first-year students who are underrepresented in higher education, including first-generation students, those eligible for Free School Meals, and care leavers. The workshops include skill sessions, lectures, and a campus tour aimed at preparing participants for higher education.	0.3 FTE staff time for overseeing project and ambassador time.	Supporting transition to higher education and enhanced academic achievement, a positive approach to learning, increased resilience, and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	IS3
(Existing) Belonging Building:	A pilot project as part of the student success programme, a dedicated space is provided for first-year Development Studies students to foster their development at SOAS. Led by student ambassadors, these weekly one-hour sessions occur before major modules, facilitating growth and preparation for academic challenges.	0.2 FTE staff time for development of project and liaison with departments, resources and resource development.	Supporting transition to higher education, continuation and enhanced academic achievement, a positive approach to learning, increased resilience, and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	IS3

(Existing) Peer Guides	Part of the student success programme and filmed with student ambassadors on different topics: making friends/choosing courses/department specific and individuals.	0.3 FTE staff time for overseeing project and ambassador time.	Supporting transition to higher education and improving non-continuation rates, providing accessible information, advice and guidance.	IS3
(Existing) Peer mentoring:	<p>SOAS Peer Mentoring is a student-led initiative which sits within the Student Experience, Engagement and Retention team.</p> <p>Peer Mentoring helps new SOAS students as they transition into university. A SOAS community of new and current students is created through this initiative, with new students matched up with trained student mentors in the years above them who are studying or researching in the same department, or who self-identify with specific characteristics. The scheme runs both in-person and via Microsoft Teams to ensure that all new students can engage with their assigned Peer Mentor.</p>	0.3FTE staff time from Student Experience, Engagement and Retention team.	Increased belonging and independence, feeling supported, developing increased self-esteem and confidence, a positive approach to learning, increased resilience and mental health. Non-continuation rates will improve.	IS3

(Existing) Peer calling campaign	A collaborative initiative between the Access, Participation & Student Success team and the Student Experience, Engagement & Retention team for WP students in autumn and spring term: Student ambassadors call foundation year and first year undergraduate students to check in on their transition into SOAS and flag/signpost support.	0.3FTE staff time from Access, Participation & Student Success team and the Student Experience, Engagement & Retention team.	Supporting transition to higher education and improving non-continuation rates. Increased belonging and independence, feeling supported, developing increased resilience and mental health. Early identification and signposting to SOAS support services.	IS3
(Existing) WP Micro Internships	This is an initiative in collaboration with SOAS' Access, Participation and Student Success team and Learning Connected, targeted towards eligible students looking to gain eight weeks paid work experience with a social impact organisation.	0.1 FTE staff time for overseeing project.	Increased belonging and independence, feeling supported, developing increased self-esteem, confidence and employability skills. Non-continuation rates will improve.	IS3

(New) Implementation of Mental Health Strategy and application for University Mental Health Charter.	Both the strategy and charter aim to make SOAS an inclusive and supportive environment, prioritising mental health for student success. Key objectives include clear resources for mental health policies, promoting self-care and help-seeking among students, and designing inclusive academic programs.	Led by Student Advice and Wellbeing Team with cross departmental support.	Supporting transition to higher education and improving non-continuation rates. Increased belonging and independence, feeling supported, developing increased, increased resilience and mental health. Early identification and signposting to SOAS support services.	IS3
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#### **Total cost of activities and evaluation for intervention strategy 2:**

Y1 = £192,151

Y2 = £192,651

Y3 = £195,151

Y4 = £196,651

Total across the Plan = £776,604

**Summary of evidence base and rationale:** We have conducted a literature review, consulted with colleagues and students, and reviewed the findings of pilot projects and previous student success projects. All the activities in this IS have been developed using TASO and NERUPI-informed Theory of Change materials, outcomes, outcome measures and evaluation tools. The activities are designed to complement each other and are the result of developing our student success work.

**Evaluation:** We intend to evaluate each activity within this intervention strategy using a mix of qualitative and quantitative methodologies to generate OfS Type 2 standards to establish whether or not they lead to the intended outcomes.

We will examine the intervention at a holistic level, discerning the extent to which each activity contributed towards meeting the overall objective of supporting continuation. Given the volume of new activity in this IS, implementation and process evaluation will be embedded into the delivery of the activities and will be used to review activities and ensure they are fit for purpose throughout the length of the Plan period.

Impact evaluation will focus on evidence-informed intermediate outcomes (often measured with pre- and post-intervention use of the TASO ASQ), triangulated with qualitative evaluation through focus groups with students and internal data on non-continuation rates.

We will start the intervention strategy in the 2025-26 academic year, and we intend to publish interim findings every year in our Annual Impact Report. We will also share our findings through networks such as NERUPI and FACE.

For a full summary, please see Annex B.

### **Intervention strategy 3 (IS3): Degree Awarding Gaps**

This strategy addresses the student success part of the life cycle. The assessment of performance identified two areas of risk in relation to gaps in degree awarding:

- **Indication of Risk five:** There is a gap between students in receipt of Free School Meals and those not in receipt of Free School Meals being awarded a first or upper class second degree.
- **Indication of Risk six:** There are broad awarding gaps between intersections of Black and White students.

### **Objectives and targets**

Objective 5: To reduce the gap in the 2-year rolling average awarding rate of 2:1s and above between Free School Meal eligible students and their counterparts from 8.4pp to 5pp, aiming for more equitable outcomes regardless of socioeconomic background.

Objective 6: To reduce the gap in the 2-year rolling average awarding rate of 2:1s and above between Black students and White students from 10.3pp to 6.5pp

### **Risks to equality of opportunity**

Insufficient academic support, insufficient personal support, mental health, progression from higher education

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
(New) Development of a comprehensive student success programme	Thorough student consultation and using data analysis to inform the development and implementation of an enhanced sustained engagement programme of student support from enrolment through to graduation. Led by the Access, Participation and Student Success team in collaboration with the Student Experience, Engagement and Retention, Student Advice and Wellbeing and Learning, Teaching and Enhancement teams.	See IS2 – costs not included in summary below.	Enhanced academic achievement, reduced degree attainment gaps, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	IS2
(New) Student Ambassador Advisory Panel	Student ambassadors with a WP background will meet termly to co create the student success programme, pilot projects and provide student voice.	See IS2 – costs not included in summary below.	Co-creation of student success activities that reduce degree attainment gaps. A paid work opportunity that will provide financial support. Student ambassadors develop transferable skills which can be applied in their future career.	IS2



(New) Bridging the gap (BTG)	<p>BTG is a student-led project that is supported by the Access Participation and Student Success team. BTG aims to contribute to closing the racial awarding gap at SOAS by:</p> <p>Facilitating meaningful community engagement. Providing developmental opportunities for students of diverse backgrounds. Proposing initiatives to departments to enhance academic performance of disadvantaged racialised groups.</p>	0.3 FTE staff time for development of project and liaison with departments, resources and resource development.	Enhanced academic achievement, reduced degree awarding gaps, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	IS2
(Existing) UpReach Rise Programme:	The programme supports students to achieve their career ambitions with support applying for work experience, internships and graduate opportunities at any employer in any career sector. The aims of the programme are to help students explore career options, develop key skills, enhance employability and widen professional networks.	0.1 FTE staff time for overseeing project in collaboration with upReach.	Increased belonging and independence, feeling supported, developing increased self-esteem, confidence and employability skills. Increased aspirations and career goals.	IS2

(Existing) Ebony Initiative	The Ebony Initiative seeks to address the broken pipeline of Black students progressing to PGT, PhDs and academic positions in UK HE. The programme includes regular events throughout the year such as academic skills-building sessions, well-being workshops, writing support, community-building spaces, career mentoring and research and funding support and guidance.	0.3 FTE staff time for supporting project, resources and resource development.	Enhanced academic achievement, reduced degree attainment gaps, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	IS2
(New) Awarding of Advance HE's Race Equality Charter	Ensuring we identify and address the barriers facing Black, Asian and minority ethnic staff and students, while also providing a framework for action and improvement.	Led by the EDI team.	Staff will feel empowered to evaluate their own practices, both pastoral and academic, this will lead to improvements in inclusion, community and reducing the degree awarding gaps. Additionally, students will develop increased confidence in SOAS and will feel a stronger sense of belonging within the institution.	IS2

**Total cost of activities and evaluation for intervention strategy 3:**

Y1 = £115,318

Y2 = £112,553

Y3 = £116,553

Y4 = £120,553

Total across the Plan = £464,977

**Summary of evidence base and rationale:** We have conducted a literature review, consulted colleagues and students, and reviewed the findings of pilot projects and previous student success projects. All the activities in this IS have been developed using TASO and NERUPI-informed Theory of Change materials, outcomes, outcome measures and evaluation tools. The activities are designed to complement each other and are the result of developing our student success work.

**Evaluation:** We intend to evaluate each activity within this intervention strategy using a mix of qualitative and quantitative methodologies to generate OfS Type 2 standards to establish whether or not they lead to the intended outcomes.

We will examine the intervention at a holistic level, discerning the extent to which each activity contributed towards meeting the overall objective of reducing awarding gaps. Implementation and process evaluation will be embedded into the delivery of the activities and will be used to review activities and ensure they are fit for purpose throughout the length of the Plan period.

Impact evaluation will focus on evidence-informed intermediate outcomes (often measured with pre- and post-intervention use of the TASO ASQ), triangulated with qualitative evaluation through focus groups with students and internal data on degree awarding gaps.

We will start the intervention strategy in the 2025-26 academic year, and we intend to publish interim findings every year in our Annual Impact Report. We will also share our findings through networks such as NERUPI and FACE.

For a full summary, please see Annex B.

## Whole provider approach

SOAS understands that a whole institution approach will be most effective in addressing risks to equality of opportunity in access, student success, and progression. As a small institution, collaborations and partnerships with third sector organisations are vital to widening our reach to young people accessing higher education. As such we are members of the Elephant Access Programme supporting academically capable students from non-selective state schools to access top universities. While most state school students are at a disadvantage to fee-paying or selective schools in terms of opportunity to attend high tariff universities, the Elephant Group (TEG) partner schools are predominantly from low progression areas and have higher levels of students from under-represented and under-resourced backgrounds. Via a headteacher-led, collaborative operating model, TEG works with industry, charity and – crucially- university partners, currently reaching over 2,500 students from 67 schools across four regional hubs to deliver a two-year, cohesive university access programme. We also partner with the Brilliant Club, IntoUniversity and Debate Mate. SOAS is committed to working in partnership and collaborating to provide opportunities for young people from under-represented backgrounds through a wide range of networks. This includes establishing partnerships with community, educational and third sector stakeholders such as the YMCA and Sutton Carers. These partnerships, collaborations and subscriptions will be monitored annually to ensure effectiveness and impact against our targets.

Mitigating risks which exist in the student success phase has been a priority at institutional level. For this to happen all staff and services must engage to address systemic issues so that equality of opportunity can be achieved. We recognise that to be successful in transforming outcomes, change must come at both an institutional and programme-level. This commitment is underpinned by targets that are shaped by evidence and aligned with other strategic priorities. For instance, SOAS' commitment to equality, diversity and inclusion is evidenced by achieving the Advance HE Race Equality Charter and the renewal of bronze Athena Swan award.

Governance of the APP is embedded across the institution. The Access, Participation and Success (APS) Steering Group, chaired by the Provost and Deputy Vice Chancellor for Education, is responsible for ensuring progress towards achieving the intended impact of the APP, in accordance with its set targets as well as overseeing the effective evaluation of the Plan. The Steering Group receives regular reports from the Access, Participation and Success Delivery Group (responsible for operational oversight of the individual activities included in our Intervention Strategies), and the Student Ambassador Advisory Panel.

The APS Steering Group reports into the Teaching, Learning and Student Experience Committee (TeLSEC), a subcommittee of Senate, with a remit to consider and advise on the development of SOAS' overall Education Strategy, and to recommend a strategy to Senate for formal approval.

The APP links to, and complements, our other underpinning strategies. The Education Strategy enables us to address and support the four pillars of the SOAS Strategy – Student Responsiveness; Research-Intensity; International Partnerships; and Institutional Community - and includes an explicit strategic commitment to inclusivity and inclusive education. The outcomes of the Research and Knowledge Exchange Strategy are key to SOAS' teaching which is led and informed by research and our students are engaged in research at all levels of study. Our Employability Strategy sets out how all members of SOAS contribute to effective and fulfilling outcomes for graduates. Our Equality Diversity and Inclusivity Strategy commits us to identifying and meeting diverse student needs and to offering accessible and inclusive practice in learning,

teaching and research. An attractive, sustainable and well-delivered curriculum and excellent student support is fundamental to our Financial Strategy and all aspects of a SOAS education are underpinned by the Estates Strategy.

The recently approved Mental Health Strategy (2023) establishes SOAS as an inclusive and compassionate learning and working environment where we recognise that good mental health and wellbeing is the cornerstone for student experience, academic success, and staff satisfaction. It includes a number of key objectives which closely align to success in access and participation for students who declare a mental health condition, such as developing clear, accessible resources so that all staff and students know the policies, procedures and guidance that relate to mental health and wellbeing; establishing a culture in which our students know how to take care of themselves and each other, know how and when to ask for help, and are confident that timely support is available; and designing inclusive programmes of study that help our students develop personally and academically, and welcomes and celebrates difference in learning styles.

We are committed to creating an equitable learning environment for every student, including those with disabilities. We are actively engaging and aligning with the priorities of the Disabled Student Commission, ensuring that our practices and policies are informed by their expertise and recommendations. To this end we will embed the principles of the Disabled Student Commitment, ensuring that every student, regardless of background or circumstance, has the opportunity to thrive academically and personally within our vibrant learning community.

Access and participation is embedded across the institution through professional services and at programme level, from pre-entry through to graduation. For instance, as part of the activities of the Marketing, Student Recruitment and Admissions team, target schools with large numbers of learners with widening participation characteristics have been identified and receive information regarding our existing WP outreach offer. This includes students from areas of low HE participation and care leavers. In addition, engagement with UCAS activities and HE fairs has taken place in areas strategically important to widening access and participation, and increasingly closer work is taking place with these schools. SOAS believes that a diverse student population contributes to a challenging and stimulating learning environment. We welcome undergraduate applications from all candidates with the potential to succeed, whatever their background and we believe that a contextualised approach to admissions is vital to identify this potential most accurately. Therefore, all home applicants to undergraduate programmes are considered eligible for reduced offers dependent on socio-economic and educational indicators associated with lower-than-expected attainment at GCSE and/or A-level, comprised of a mix of individual-level, school-level and area-level data. Our approach is reviewed annually to ensure that it is as effective and fair as possible.

SOAS takes an innovative approach to the curriculum, pedagogy and student support. We seek to identify the needs of students whilst supporting academic colleagues in the development of practice and inclusivity in learning and teaching. Examples of this include the College of Humanities (CoHUM) Critical Pedagogy Group (CPG). The CPG, significantly, provides CoHUM undergraduate and postgraduate students with an opportunity to be active stakeholders in College-Departmental, and programme-specific pedagogy. This serves as a collaborative, experimental space for academic staff and students for investigating ways in which teaching across CoHUM can be made more innovative and inclusive with regard to gender, race, sexual orientation, class, and disability – with particular focus on authentic assessment design, inclusive formative exercises, curriculum organisation, and decolonisation. Another example is the Decolonisation Benchmark, a pilot project with the Foundation College, that seeks to include diverse voices in curriculum design

and decolonial pedagogical approaches to learning environments to ensure that teaching and learning at SOAS holds space for decolonial/othered ways of knowing and being. The programme will support module convenors to review their curriculum and teaching from decolonial perspectives.

SOAS Careers provides student centred, impartial services and resources, designed to give students the tools to succeed in their chosen careers. The careers team provide resources and support for students facing structural inequalities and specific resources for students from a diverse range of heritages, disabled students, LGBTQI+ students, mature students, students facing socio-economic barriers, students with experience of being in care, estranged students and refugee students, as well as relevant books and resources in the Careers Service. SOAS Careers have co-created key aspects of the service with current student interns. This has included co-creation of digital careers education pathways, designed by students and a review of the accessibility of our digital career space.

This plan creates opportunities for students to serve as role models, inspiring others from similar backgrounds to excel in education and advance. For instance: The Outreach Student Ambassador scheme provides relatable role models for prospective students from under-represented groups. Outreach Student Ambassadors work with the Access, Participation and Student Success team supporting events such as masterclasses, campus visits, open days, mentoring and summer schools. As well as a paid work opportunity, the Outreach Ambassador scheme also provides students with meaningful training and development opportunities.

We believe in collaborating and sharing best practice across the sector and work closely with colleagues in other higher education providers through forums such as the Access and Participation Plan Special Interest Group within the Forum for Access and Continuing Education (FACE) network. The Group provides a space for institutional widening participation leads to share findings, best practice, and approaches to supporting students from under-represented groups. Over the course of this Plan, the Group will be working collaboratively to provide peer support and professionalisation opportunities whilst advocating for widening participation nationally.

## **Student consultation**

The perspectives, lived experiences, and insights of students are central to ensuring the effectiveness of our APP. The student consultation revealed crucial themes regarding risks to equality of opportunity. These encompassed access to academic support and wellbeing services, community-building, and financial support and advice. These themes were integrated into the formulation of intervention strategies, with the Students' Union participating in every stage of the Plan's development. The consultation was designed and delivered by a SOAS undergraduate student on a paid Co-Creation Internship focusing on student voice and the APP, with support and management by a member of the APSS team. The SOAS Education Co-creator Internship is a flexible scheme where SOAS undergraduates work on an ambitious SOAS project in collaboration with SOAS staff. These projects are designed to develop collaborative communities of practice to support our developments in learning, teaching and assessment and to enable academic and professional services to hear and respond to the student voice at SOAS. The student intern led on creating and marketing online surveys and in person focus groups. SOAS recognises that the current cost-of-living crisis in addition to the ongoing high cost-of-living and travelling in London,

has caused numerous difficulties for students. Research is currently being undertaken by the Students' Union around commuter students and timetabling. We are acutely aware that a significant proportion of our students are working alongside their studies and development of more accessible timetabling is a priority area of research.

Students will play a central role, through direct involvement in the development, delivery and evaluation of the plan. The Student Ambassador Advisory Panel will monitor outcomes and delivery of the targets set out in the APP. Furthermore, they will report into the APS Steering Group that will oversee both strategic and operational matters associated with the Plan. Our approach to evaluation is also inclusive of students ensuring that their lived experience is appropriately captured and represented throughout.

The Access, Participation and Student Success team meet regularly with members of the Students' Union to discuss issues in access, student success and progression. Across the lifecycle of this Plan, we will continue to engage with the Students' Union sabbatical officers and the Student Ambassador Advisory Panel on our activity, this will include students being involved in the annual impact and evaluation report.

## **Evaluation of the plan**

SOAS is committed to developing the strongest possible evidence to inform the evaluation of the impact of the intervention strategies. Effective evaluation of activity is central to continuously improve practice and developing an understanding of what works. It will also highlight activity that is not working, and which may be creating barriers to achieving key performance outcomes.

### Monitoring of the Plan

The Access, Participation and Success Steering Group is responsible for monitoring and overseeing the delivery of the provisions of this Plan. It is chaired by the Provost and Deputy Vice-Chancellor for Education, meets termly to monitor and interrogate overall progress, and reports to the School's Teaching, Learning & Student Experience Committee (TeLSEC).

The Steering Group receives regular reports from the Access, Participation and Success Delivery Group (responsible for operational oversight of the individual activities included in our Intervention Strategies), and the Student Ambassador Advisory Panel.

### Evaluation Self-Assessment

In preparation for this Plan we undertook a self-assessment of evaluation practice, using the OfS tool. Although our scores as of March 2024 are predominantly Emerging, key strengths include:

- Our activities are robustly evidence-based.
- Evaluation design and methodology is planned at the activity design stage.
- Mechanisms for capture of practitioners' reflections are in place.

Our initial focus will be on embedding existing processes, formalising opportunities for sharing and reflection, and standardising approaches. Consequently, in our Evaluation Improvement Action Plan we expect to make rapid progress and to have reached Good across all 5 areas identified

below by Autumn 2024. This progress will be supported by the increased capacity within the team created by recruiting a Senior Impact and Evaluation Officer.

The table below provides our March 2024 score, identifies key strengths and weaknesses, and outlines our trajectory during the course of the Plan.

Area	Score	Key strengths	Key weaknesses	Expected trajectory
Strategic Context	10 – Emerging	<b>Strong evaluation culture:</b> Delivery staff and partners are aware of the importance of evaluation and committed to facilitating robust data collection practices.	Opportunities to discuss evaluation are informal. Shared understanding of skills required to undertake evaluation need to be explicitly articulated.	Advanced by Autumn 2025
Programme Design	13 – Emerging	<b>Evidence and evaluation embedded:</b> Programmes are underpinned by clear objectives and informed by evidence, identified outcomes are focussed on impact and reliably measurable, and evaluation is specified during the activity planning stage.	Activity deliverables, and the rationale for selecting outcome measures needs to be more consistently articulated.	Advanced by Autumn 2026
Evaluation Design	5 – Good	<b>Understanding processes of change:</b> Evaluation design is Type 1 as a minimum and Type 2 approaches are commonly used.	Intervention theories of change need to be more consistently shared, more activities could utilise Type 2 approaches, and Type 3 approaches	Advanced by Autumn 2026



			have not yet been explored.	
Evaluation Implementation	10 – Emerging	<b>Robust data collection:</b> Our approach to data complies with requirements on data collection and sharing, we use HEAT to enable longitudinal data collection, and use TASO's ASQ in key activities.	Ethics approval not an embedded process in team, and the level of resources required and allocated for evaluation needs to be consistently articulated at the activity level.	Advanced by Autumn 2025
Learning from Evaluation	9 – Emerging	<b>Interpreting and using evaluation results:</b> Our reporting acknowledges the limitations of research designs chosen, and there is clarity (from the activity planning stage) as to how findings will be used.	Often learning from evaluation happens at the level of individual activities rather than being shared across the team, the institution and the sector.	Advanced by Autumn 2025

Key actions to reach the expected trajectory will include:

- Regular evaluation-focused team meetings.
- Team protocol for securing ethics approval for activities.
- Detailed evaluation workplans for all activities.
- Creating a SOAS APP Evaluators Network to leverage institutional expertise.
- Creating an Access, Participation & Success Evaluation Group that reports to the Access, Participation & Success Steering Group and Delivery Group.
- Publishing an Annual Impact Report.

We will continue to contribute to sector knowledge through our membership of HEAT and NERUPI, as well as engaging with TASO resources, guidance and conferences, and other sector developments as appropriate. Alongside this, we recognise that evaluation expertise and approaches are likely to develop iteratively, and we will periodically review our practice and the Evaluation Improvement Action Plan to ensure progress.

## Provision of information to students

SOAS provides clear, accessible and timely information on our undergraduate fees and financial support. Information on fees and financial support is published on our website (on both a dedicated page, and on individual degree programme pages), and the UCAS website, in sufficient time and detail to enable prospective students to make an informed choice. We will continue to publish this information on these websites, as well as incorporating it into Open Days, Applicant Days, online 'Chat with a student', and other events as appropriate.

In the published information regarding financial support, we will make clear any eligibility criteria, the breakdown of the sum awarded, and the application process. This will be published in sufficient time for applicants to consider this information when making applications to university.

Details of our current financial support offer for England-domiciled Home students is below:

<b>Scheme</b>	<b>Eligibility</b>	<b>Amount</b>
SOAS Bursary	Household income up to £25,000	£1,500 per year of study (excluding Language Year Abroad)

A comprehensive review of SOAS' financial support offer is currently being undertaken to ensure that it reflects the needs of the target groups identified in our Plan and has a wide reach of support. Any adjustments arising will require approval and we will submit a request to the Office for Students for assessment.

Our approved Access & Participation Plan will be published on our website, alongside previous Plans, and our Annual Impact Reports.

## Annex A

In undertaking our assessment of performance, we have primarily drawn from the Access & Participation Plan data dashboard (in Spring 2024), supplemented by internal data where noted. Analysis looks at Full-Time, First Degree Entrants, unless noted.

### Access

At the access stage of the lifecycle, our strengths include an ethnically and socio-economically diverse intake, with weaker areas including TUNDRA. Our London context and concentrated recruitment contributes significantly to both our strengths and weaknesses.

### TUNDRA

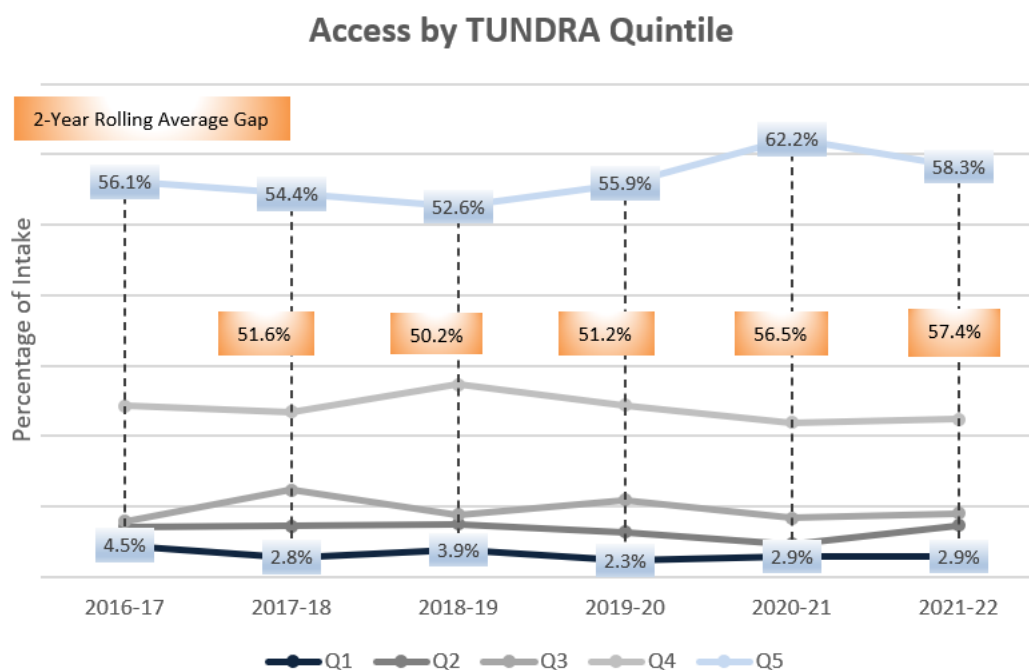


Figure 1

As can be seen in Figure 1, we have a sizeable gap in our intake between the proportion of TUNDRA quintile 1 and TUNDRA quintile 5 entrants. Although the most recent data shows a closing of the gap, it remains large (55.4 percentage points) and as can be seen in Figure 1 the decrease in the gap has been driven primarily through a reduction in the proportion of quintile 5 rather than an increase in quintile 1.

We acknowledge this indication of risk and there is an associated Intervention Strategy and objective in our Plan. However, we are careful to see this risk in our institutional and geographical context: internal analysis suggests that a significant contributing factor for the size of the gap is due to the high proportion (over 70%) of our UK undergraduate students coming from London, where there are very few TUNDRA quintile 1 areas.

As such Intervention Strategy 1 (IS1) focuses on our responsibility to contribute to sector wide improvements in access for learners from TUNDRA quintile 1, and to work both locally and

regionally to reduce national attainment gaps at GCSE that impede access to HE more generally. We will look to work with learners from TUNDRA quintile 1 to increase their progression to HE in general, and SOAS in particular. To aid this process, we are now using TUNDRA as our measure of access to HE instead of POLAR, and this has been integrated into our contextual admissions process.

## **Age**

Over six years, the proportion of mature learners in our intake has decreased from 18% to 12.1% in 2021/22. However, the number of mature learners starting at SOAS has stayed relatively stable over this period (the numbers of mature students for the 2016/17 and 2021/22 intakes are 140 and 130 respectively). The proportion has changed because of our introduction of the Foundation Year programme, which has added a significant number of young students to our intake.

With our institutional offer of full-time undergraduate courses only, a specific subject specialism that means we do not offer some of the courses most popular with mature learners and being based in a city with a wide range of other options available to mature learners, we have chosen not to prioritise this indication of risk in our Plan. However, we will continue to monitor our performance in this area over the lifetime of the Plan and will react if necessary.

## **Disability**

Regarding access for learners with a disability, we note that there is also a downward trend here over the most recent 4 years (from 19.8% in 2018/19 to 15.8% in 2021/22), and although we will not set a target here, our performance will remain under internal review.

We acknowledge this indication of risk, but as we have significant gaps in the student success stage of the lifecycle – including for learners with a mental health disability – the success stage for learners with disabilities will be our prioritised focus for the lifecycle of this Plan to ensure the most impactful use of our resource. This is especially important as of learners with disabilities, the largest group entering SOAS by disability type is students with a Mental health condition (5.4% in 2021/22).

## **Care-experienced and estranged students**

The SOAS intake for students with a declared care-experienced background is very small. In the 2023 intake, for example, there were fewer than ten students. The number of learners estranged from their parents or guardians is generally also small, particularly at the point of entry though learners may become estranged during their time at SOAS.

Numbers of this size mean that a quantitative analysis of outcomes is unlikely to provide meaningful insight. We will continue to use disclosures through UCAS applications to monitor the number of applications received and will continue with our current practice of considering declared care-leaver status and estrangement as key factors in our contextual approach to admissions, and to provide early access for student support.

We will not set a target in this area but will continue to monitor progress.

## **Socio-economic status (IMD, Free School Meals)**

This is an area of strength. Using IMD 2019, over the past 6 years students from the 40% most disadvantaged postcodes in the country have made up at least 40% of our intake, and most recently 50%, with over 20% coming from the most disadvantaged 20% of postcodes.

Similarly, 38.6% of our intake was eligible for Free School Meals at Key Stage 4, over double the sector average. As such, we have not identified any risks in these areas.

## **Ethnicity**

Similarly, and again partly due to our high proportion of learners from London, we have a diverse student body, with BAME students providing the majority of our intake. In terms of ethnicity group, Asian students now form the largest proportion of our intake, at 40.4% in 2021/22, and Black students make up 13.9% of our intake (also in 2021/22).

As a result of our diverse intake, we have not identified any risk in this area.

## **Intersections**

As a relatively smaller institution, intersectional analysis must always be conducted with a view to establishing a viable sample size. The intersection of ethnicity and socio-economic background (as measured by IMD) provides significant findings. We perform well in the access phase in terms of the proportion of our intake made up of students of colour from disadvantaged backgrounds (44.3% of our intake in 2021/22 was made up of students from IMD quintiles 1 and 2 and all ethnicities except white), compared to 22.3% for the sector. However, we do less well than the sector in the proportion of White students in our intake from IMD quintiles 1 and 2 (7% in 2021/22, compared to 21.7% for the sector). We acknowledge this indication of risk and will keep it under review. We expect IS1 to positively impact this area.

## **ABCS**

*Using ABCS to analyse our intake shows a very large gap between quintile 1 and quintile 5 – 63.4 percentage points in 2021/22. Although this is a significant gap, we are not prioritising this indication of risk as we note that the ABCS is based on a population where white students constitute the ethnic majority, and this does not align with the ethnic diversity of our student population.*

## **Continuation**

At the continuation stage of the lifecycle, we see widening gaps for students of varying intersections of ethnicity, TUNDRA and students with a declared mental health condition. Whilst it is noted that continuation rates have dropped across the sector, these declines are disproportionately impacting under-represented groups. For students from racialised backgrounds, systemic barriers and a lack of support services can exacerbate the challenges they face, leading to higher dropout rates. Similarly, TUNDRA students, who often come from socio-economically disadvantaged backgrounds, struggle with financial pressures and limited access to academic resources, further impacting their ability to continue in their studies. Additionally, students with

declared mental health conditions may find it difficult to navigate academic demands alongside managing their mental health, particularly if adequate mental health services are not in place. This trend highlights the need for targeted interventions and support mechanisms to address the specific needs of these vulnerable student populations to improve overall retention and success rates.

## TUNDRA

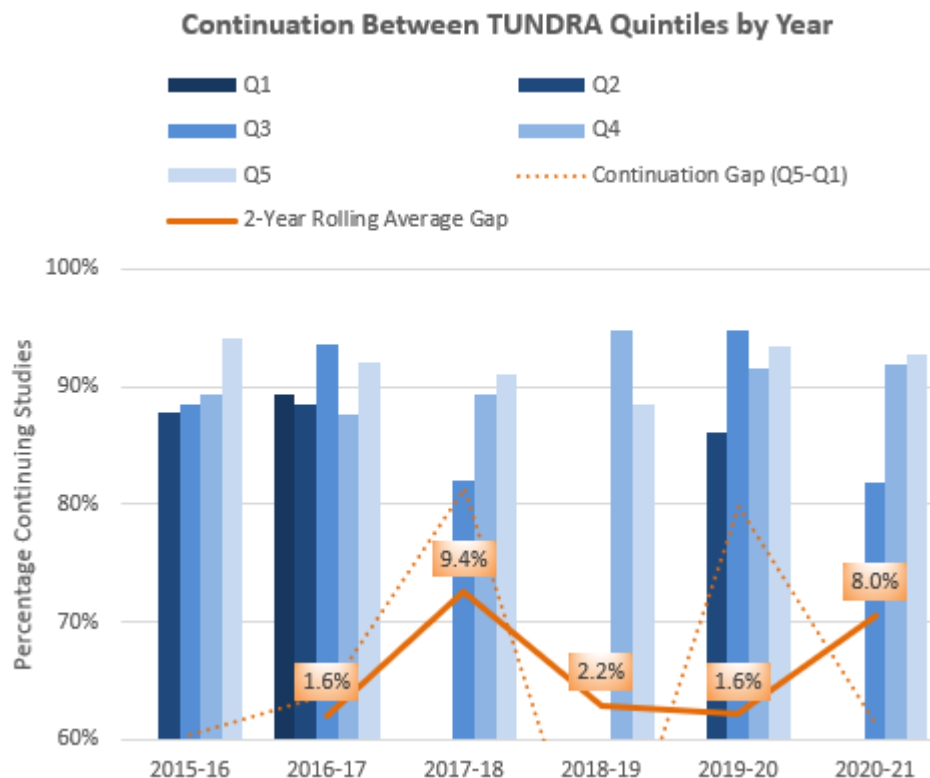


Figure 2

As can be seen in Figure 2, we have a sizeable gap in continuation between the proportion of TUNDRA quintile 1 and TUNDRA quintile 5 entrants. Note that the missing data in quintiles 1, 2 and 3 is due to OfS data protection policy, which suppresses data where there are fewer than 23 individuals in a group. We therefore drew on internal data sources to calculate the continuation gap between students in quintile 1 and quintile 5. Note that the rolling average continuation gap reported represents a combination of two year groups, which in each case brought the group size to over 23, in line with OfS standards.

Our internal analysis indicates that, due to the specific context of our London location, where over 70% of our UK undergraduate students are from, there are very few areas classified as TUNDRA quintile 1. Despite this, the data reveals that the few TUNDRA quintile 1 and 2 students we do enrol are at a significantly higher risk of not continuing their studies compared to their peers from TUNDRA quintile 5. This suggests that students from more disadvantaged backgrounds face greater challenges in continuing with their education, even within our relatively small cohort. Intervention Strategy 2 (IS2) seeks to address these gaps through targeted support and the co-creation of the Student Success programme, which involves collaboration between students and staff to design and implement initiatives that support academic and personal development. This programme aims to address the challenges faced by students from disadvantaged backgrounds

through tailored interventions such as mentoring, coaching, financial support, academic tutoring, and wellbeing services. We are committed to closely monitoring the progress of these initiatives to ensure they are effective in reducing the continuation gap. By tracking key metrics and gathering feedback from students, we will be able to assess the impact of our support measures and make necessary adjustments.

## Age

The continuation gap between young and mature learners has been showing a steady narrowing over recent years with consistent continuation rates observed for both young and mature learners. Due to the low number of mature students, we have decided not to prioritise this area. We will continue to monitor the continuation rates of young and mature learners on an annual basis.

## Disability

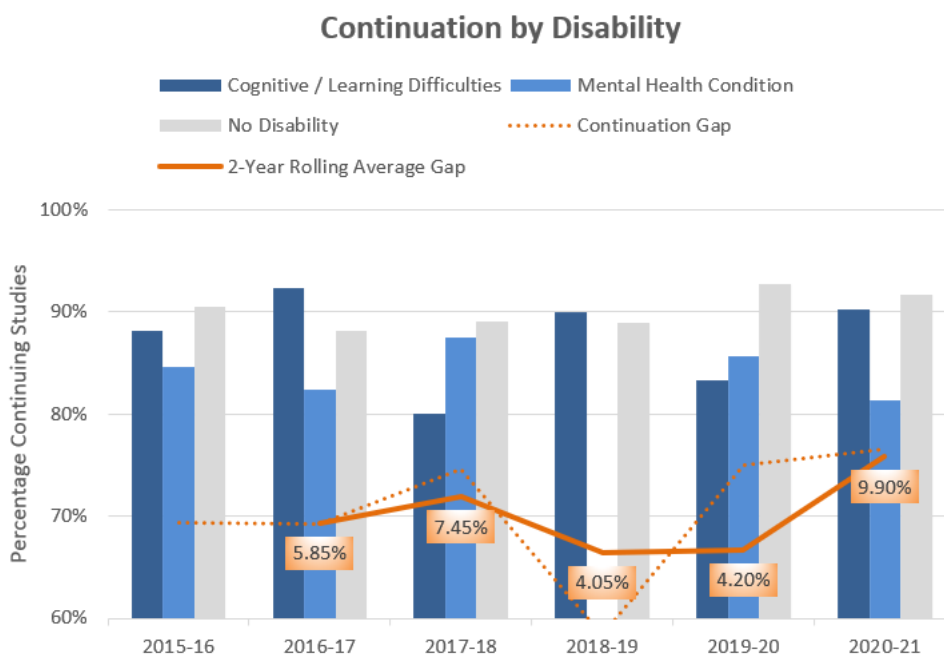


Figure 3

As illustrated in Figure 3, the most significant continuation gap among students with disabilities is those with declared mental health conditions (81.3%) than those with no disability reported (91.9%). This issue is recognised as a sector-wide challenge. While IS2 aims to mitigate the widening continuation rates through the implementation of the Mental Health Strategy and targeted support via the Student Success Programme, external factors such as the cost-of-living crisis and prolonged NHS waiting lists continue to pose substantial challenges.

In addressing this issue, we have opted not to set a specific numerical target, as we believe that a holistic, student-centred approach is more appropriate. This approach acknowledges that, for some students, taking a break or withdrawing from studies may be necessary and beneficial for their overall well-being. We are committed to providing a supportive environment that accommodates these needs.

We will continue to monitor progress in this area closely, ensuring that our strategies remain effective and responsive to the evolving needs of our student population.

## Socio-economic status (IMD, FSM)

There has been some fluctuation in the continuation rates when comparing students from IMD quintile 1 (the most deprived) and IMD quintile 5 (the least deprived). Encouragingly, the gap between these groups has been narrowing, which suggests that the disparity in continuation rates based on levels of deprivation is decreasing.

Our most recent internal data provides further insights into this trend, showing that there is no clear or consistent relationship between continuation rates and relative deprivation. Five year combined data shows that students from both IMD quintile 1 and IMD quintile 4 (84.7% and 84.4% respectively) show the highest continuation rates, indicating that factors other than socio-economic deprivation may be influencing these outcomes.

Given these findings, we have not identified any immediate risks related to continuation rates based on deprivation levels. However, we understand the importance of remaining vigilant to ensure that these trends are maintained and that no new issues arise. Therefore, we will continue to monitor the progress of students from different IMD quintiles on an annual basis.

## Ethnicity

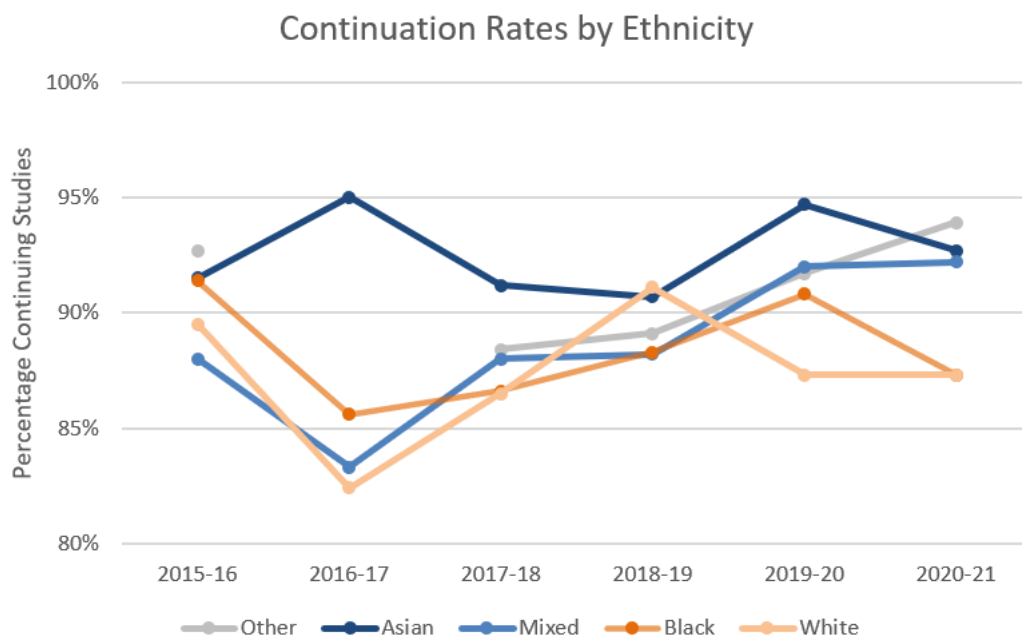


Figure 4A



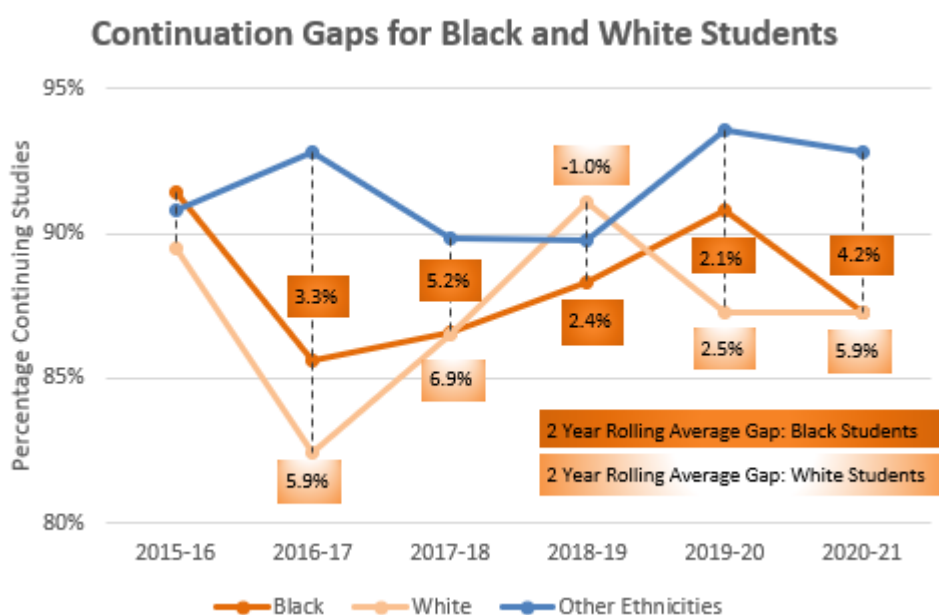


Figure 4B

Whilst the gap has narrowed considerably between Black and White students (87.3%), the data in Figure 4A shows the gap widen between Black (87.3%) and White (87.3%) students and students of Asian (92.7%) and mixed ethnicities (92.2%). This gap in continuation is further highlighted in Figure 4B, which shows the rate of continuation for Black and White students respectively compared to the average of all other ethnicity groups. Considering how well we do in recruiting BAME students, this is of particular concern and Intervention Strategy 2 seeks to address these gaps through targeted support on the Ebony Initiative and the co-creation of the Student Success programme. We will monitor progress closely and take necessary actions to ensure equitable outcomes for all students.

## Intersections

As a relatively smaller institution, we must always conduct intersectional analysis with a careful consideration of establishing a viable sample size. This ensures that our findings are statistically significant and reliable. When examining continuation rates by both ethnicity and deprivation (as measured by the Index of Multiple Deprivation, or IMD), the data reveals a nuanced picture.

Although deprivation (IMD) appears to be loosely correlated with the continuation rates of both Black and White students, the relationship is not straightforward. Our analysis indicates that both White and Black students from IMD quintile 1, which represents the most deprived areas, are at a greater risk of dropping out compared to their peers from Asian, Mixed, and Other ethnic backgrounds. This suggests that socio-economic factors disproportionately affect the continuation rates of Black and White students from the most deprived areas.

We acknowledge this indication of risk and understand the importance of addressing it to ensure equitable outcomes for all our students. Therefore, we will keep this issue under annual review, closely monitoring the continuation rates of students from different ethnic and socio-economic backgrounds. In response to these findings, we expect that Intervention Strategy 2 (IS2) will have a positive impact on this area.

## Attainment

At the attainment stage of the lifecycle, we see widening gaps for students of varying intersections of ethnicity and those who have been in receipt of Free School Meals (FSM). Whilst it is noted that attainment gaps have widened across the sector, they are disproportionately impacting racialised groups and those facing socio-economic disadvantage.

We recognise there is work to be done within the institution to ensure inclusive curriculum and assessment and support staff to continue to create an inclusive and reflective teaching environment.

Details of the initiatives being undertaken to address these challenges can be found in Intervention Strategy 3 (IS3). IS3 encompasses a range of targeted actions aimed at improving attainment for students from disadvantaged and under-represented groups. These initiatives include the development of support programs, enhancement of teaching practices, and creation of an inclusive academic culture.

This is a key area of focus for our institution, and we are dedicated to making meaningful progress. We will monitor the impact of our efforts closely, using data and feedback to guide our actions and ensure that we are effectively addressing the attainment gaps.

## **TUNDRA**

While the TUNDRA highlights challenges at both the access and continuation stages of the student lifecycle, our data indicates that there are no noticeable degree awarding gaps. This means that, although students from different TUNDRA quintiles may face difficulties in accessing higher education and continuing their studies, these challenges do not appear to translate into disparities in the final degree outcomes, as a result this is not an area we have prioritised. However, we will continue to monitor degree awarding outcomes for students from various TUNDRA quintiles on an annual basis.

## **Age**

The attainment gap between young and mature learners shows a steady narrowing and internal analysis shows stability and as a result this is not an area we have prioritised but will monitor annually.

## **Disability**

Performance has been stable in this area with 2021/22 results showing more students with a declared disability awarded a good degree (93.9%) against students without a disability (85.8%). We will continue to monitor progress annually.

## Socio-economic status (IMD, FSM)

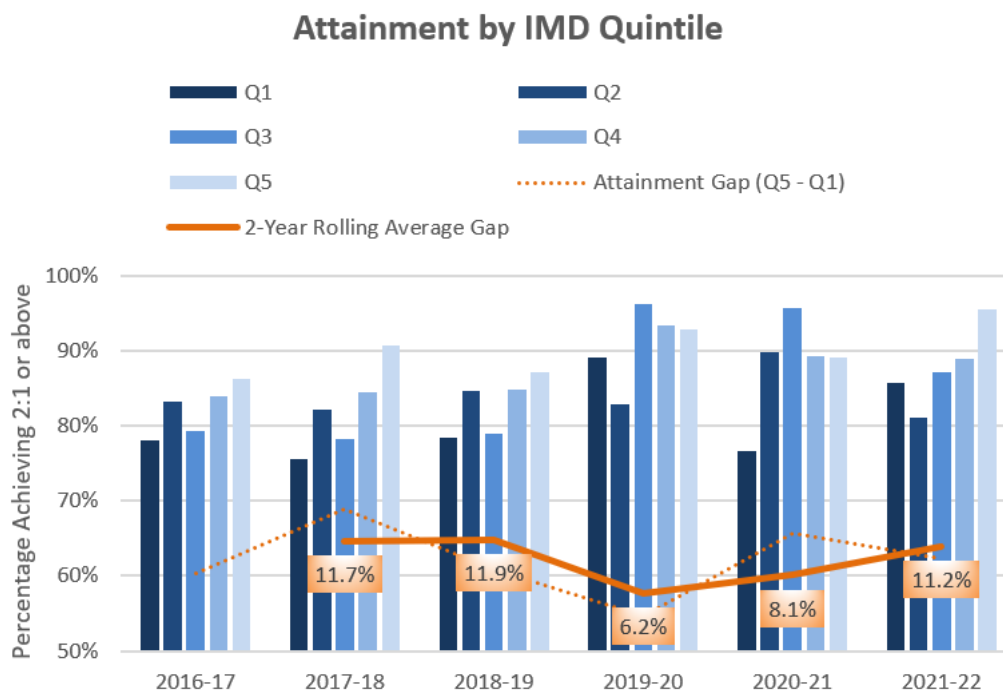


Figure 5

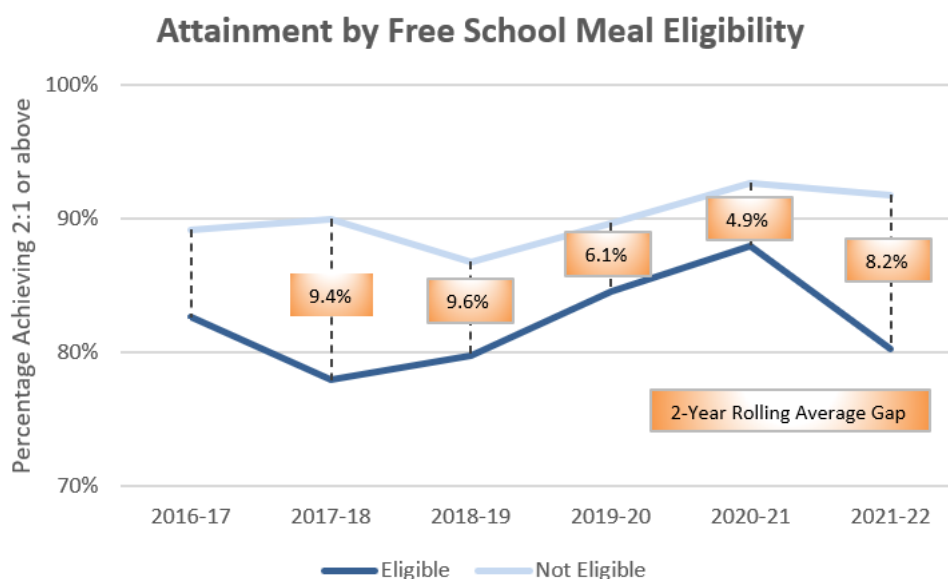


Figure 6

Whilst there's too much fluctuation to draw definitive conclusions when we look at the data for the Index of Multiple Deprivation (IMD) in figure 5, a concerning trend emerges when we focus on students eligible for Free School Meals (FSM) as shown in figure 6. Over recent years, we have observed a widening achievement gap between FSM students and their peers, highlighting the need for targeted interventions to bridge this divide.

Intervention Strategy 3 (IS3) has been designed to address these disparities. IS3 encompasses a range of targeted support mechanisms such as the co-creation of the Student Success Programme.

## Ethnicity

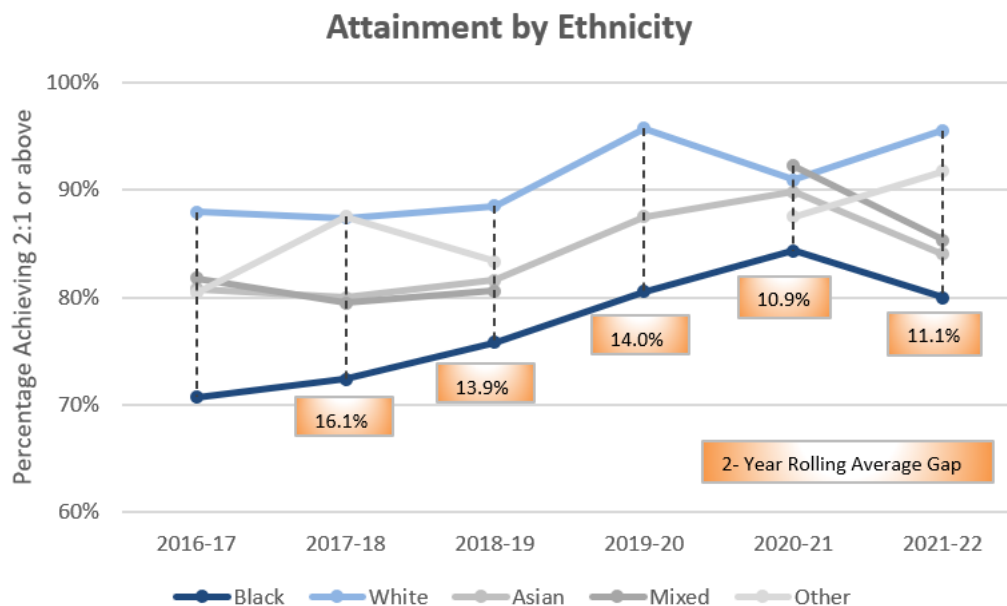


Figure 7

As figure 7 shows, the disparity in degree awards between students of different ethnic backgrounds remains a persistent and significant issue across the higher education sector. During the COVID-19 pandemic, there was a temporary narrowing of this gap. This improvement can be attributed, in part, to the implementation of "no detriment" policies by many universities. These policies were designed to ensure that students' academic performance was not unfairly disadvantaged by the unprecedented disruptions caused by the pandemic. As a result, many students, including those from ethnic minority backgrounds, were able to achieve better academic outcomes during this period.

The development of activities within IS3 seek to address this. Two key projects under this strategy are the Ebony Initiative and the Bridging the Gap projects.

The Ebony Initiative is focused on supporting Black students by providing targeted resources, mentorship, and community-building activities designed to enhance their academic experience and outcomes. This initiative aims to create a more inclusive and supportive environment that acknowledges and addresses the unique challenges faced by Black students.

The Bridging the Gap project seeks to identify and dismantle barriers to academic success for minority ethnic students. This includes interventions such as tailored academic support, workshops, and training for staff to better understand and address the needs of a diverse student body. The goal is to create an equitable learning environment where all students have the opportunity to excel.

## ANNEX B

### Intervention Strategy 1: Widening access and raising attainment.

#### *Evidence and Rationale*

Our Access focussed Intervention Strategy prioritises working with learners who have yet to take their GCSEs. This is because of the clear link between patterns of attainment at GCSE and rates of progression to HE (BIS, 2015). We will particularly seek to engage learners from IMD quintile 1, TUNDRA quintile 1, and those eligible for Free School Meals or in receipt of Pupil Premium funding. We are however aware that the practicalities of working with schools may on occasion require working with a broader range of learners.

The projects which form this Intervention Strategy have been developed to be grounded in our areas of expertise, and to support learners' quality teaching time rather than to substitute it (Education Endowment Foundation, 2021g). They are also aimed at different year groups so that learners may participate in a range of programmes at the appropriate point in their learning journey. Further information is provided below.

#### **Assisted Reading Programme**

This project is focussed at primary learners as the Free School Meal attainment gap is already visible at primary school (Education Endowment Foundation, 2018). The design of the project will incorporate practicing the use of reading comprehension strategies, the teaching of which has been shown to have very high impact based on extensive evidence (Education Endowment Foundation, 2021a). Reading books aloud and discussing them is identified as a purposeful speaking and listening activity which can develop pupils' language capabilities as part of improving literacy in Key Stage 2 (Education Endowment Foundation, 2021b).

#### **Critical Thinking Programme**

This project uses the teaching of critical thinking approaches and techniques to explicitly introduce metacognitive skills and self-regulation strategies, which will then be applied to curriculum topics. This reflects research that it can be difficult in practice to realise the impact of teaching metacognitive skills, and this is aided if pupils are explicitly taught strategies to help plan, monitor and evaluate specific aspects of their learning, and if this is applied to challenging tasks rooted in curriculum content (Education Endowment Foundation, 2021c).

The evidence underpinning this project includes TASO's Rapid review: Intermediate outcomes for higher education access and success which identifies critical thinking as a key cognitive and metacognitive outcome but notes that "being able to think critically is a strong predictor of attainment for both children and adults" but that "developing critical thinking is not an easy task and schools tend not to offer explicit instruction in critical thinking". The evidence also includes the importance of the development of *educational capital* as expressed in the NERUPI framework, albeit the project is more closely linked to Level 2 of the framework ("develop study skills through educational projects which encourage active learning") than Level 1 ("identify skills and capacities they will need to develop to achieve future aspirations") and will be carefully scaffolded as a result.

#### **Subject Literacy Programme**

This programme is very closely linked to the EEF's report and resources regarding Improving Literacy in Secondary Schools, recognising that literacy can be developed in all subjects, with benefits not just for that subject but for all subjects studied – contributing to increased attainment. Participants will engage with opportunities to participate in 'structured talk', in supported

engagement with complicated texts, and with using new subject-related vocabulary – all recommendations in the previously mentioned report.

The model for delivery of this project is small group tuition, recognising the evidence that demonstrates that pupils eligible for Free School Meals typically receive benefits from small group tuition (Education Endowment Foundation, 2021e).

### **Year 10 Summer School**

The design of our Year 10 summer school is predicated on enabling participants to develop study skills through educational projects which encourage active learning, and to engage in challenging educational projects which extend understanding and contextualise learning – in both cases to contribute to raising participants' attainment.

This considers EEF (2021f) findings that “summer schools that include an intensive teaching component such as using small group...approaches have higher impacts, on average”, but also the interim findings from TASO's summer school evaluation project which suggest that “it is highly probable that those applying to a university summer school are already interested in attending HE”. The summer school as a result aims to unlock the attainment aspect of progression to HE, rather than primarily focussing on raising aspirations and desire to progress to HE.

### **Priority School Network**

Our priority school network is intended to function as an enabler and multiplier of the activities listed elsewhere in this intervention strategy, and also to provide the opportunity for accompanying IAG-focussed activities to be engaged with by the same learners engaging in our other activities. This recognises TASO's suggestion that – although evidence shows that the impact of IAG activity can be mixed - “well-designed light-touch IAG interventions could be a cost-effective supplement to more intensive programmes of activity.”

### **The Brilliant Club Scholars Programme**

The Brilliant Club's The Scholars Programme supports attainment for students aged 8-18 who are eligible for pupil premium, live in the most deprived areas (IDACI quintiles 1 and 2), and have no parental experience of higher education. Through completing a series of university-style group tutorials, delivered by a trained PhD tutor, and attending a university campus visit, pupils develop subject knowledge, critical thinking and written communication, which are strongly associated with improvements in attainment outcomes. HEAT data shows a clear positive relationship between participation in The Scholars Programme and improved GCSE attainment. The Theory of Change can be found here.

#### *Evaluation Plan Summary*

<b>Activity</b>	<b>Outcomes</b>	<b>Method(s) of evaluation</b>	<b>Summary of publication plan</b>
Assisted Reading Programme	Improved reading skills, increased attainment	Type 2  Pre and post validated survey  Teacher feedback	Interim findings will be published in our Annual Impact Report from 2025-26

		Delivery team feedback	Final project evaluation report in 2028-29
Critical Thinking Programme	Increased critical thinking, increased meta-cognitive strategies, increased cognitive study strategies, increased academic self-efficacy, increased attainment	Type 2  Pre and post validated survey  Longitudinal outcome tracking via HEAT (attainment at KS4 & KS5)  Teacher feedback  Delivery team feedback	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Subject Literacy Programme	Improved reading skills, improved speaking skills, increased subject knowledge, increased academic self-efficacy, increased attainment	Type 2  Pre and post validated survey  Longitudinal outcome tracking via HEAT (attainment at KS4 & KS5)  Teacher feedback  Delivery team feedback	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Year 10 Summer School	Increased confidence, increased critical thinking	Type 2  Pre and post validated survey  Longitudinal outcome tracking via HEAT (treatment and comparator group) (attainment at KS4 & KS5)	Interim findings will be published in our Annual Impact Report from 2025-26

		Delivery team feedback	Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Priority School Network	School engagement with SOAS outreach activities	Type 1  Teacher feedback  Delivery team feedback	Engagement measures will be published in our Annual Impact Report from 2025-26
The Brilliant Club Scholars Programme	Increased subject knowledge, improved written communication, increased critical thinking, increased academic self-efficacy	Overseen by The Brilliant Club	The Brilliant Club publishes annual impact reports. These will be supplemented by findings specific to SOAS & The Brilliant Club in our Annual Impact Reports where appropriate.

## Intervention Strategy 2: Non-continuation rates

### *Evidence and rationale*

Our approach for this intervention strategy is underpinned by the best practice initially identified in the What Works? Student Retention & Success project (Thomas et al, 2017a). This includes that interventions should “aim to enhance student...belonging through supportive peer relations, meaningful interaction between staff and students, developing students’ capacity as successful higher education...learners, and providing an HE experience that is relevant to students’ interests and future goals”. In addition, the principles identified (see list below) are foundational for these activities, as are internal learnings from previous projects:

- Interventions and approaches to improve student retention and success should, as far as possible, be embedded into mainstream academic provision.
- Activities should proactively seek to engage students and develop their capacity to do so.
- Activities need to be informative, useful, and relevant to students’ current academic interests and future aspirations.
- Early engagement is essential to student retention and success, with a variety of media being used to convey information.



- Activities should encourage collaboration and engagement with fellow students and members of staff to develop meaningful relationships.
- The extent and quality of students' engagement should be monitored and followed up where necessary.

### **Comprehensive student success programme**

We consider a comprehensive student success programme as an effective means to embed the principles identified above – in particular the elements of early, proactive, and monitored engagement – as well as the recommendation for yearly induction programmes (WONKHE & Pearson, 2022a), whilst recognising that there is a lack of causal evidence on the impact of programmes of student support (TASO, Programmes of student support (post-entry)). As we are currently not planning to undertake a Type 3 evaluation for this project, the evidence we will aim to generate will instead be focussed on identifying the relative importance of the different elements within the programme.

### **Student Ambassador Advisory Panel**

This project aims to provide a clear space for co-creation, recognising the importance of remunerating students for this work, and how it provides opportunity to further the development of transferable skills; noting WONKHE & Pearson's (2022a) finding that universities should "increase opportunities for student co-creation so it becomes standard practice", and that (HEFCE 2015) "HEIs should consider encouraging students as partners to be involved in finding barriers and enables for inclusive classrooms and student experiences."

### **Student Success Conference**

Internal evaluation reports from previous Student Success Conferences (SSC) and its predecessor the Bridging Course demonstrate that participants value attending the SSC and feel that way throughout their degree. The design of the programme is influenced not only by the What Works report mentioned above, but also the evidence informed NERUPI framework, and builds in time for students to develop friendships as a key part of supporting transition (Hinchcliffe, 2020).

### **Belonging Building**

This project offers a specific time and space for students on a specific course at SOAS to meet and establish connections with mentors from that course, as well as with each other. It builds on a number of the evidence-based recommendations from WONKHE & Pearson, 2022a, not just that "more emphasis should be put on connecting students at course level, and more recognition should be given to the importance of peer connection in building confidence", but also that "informal opportunities for students to connect with one another should be intentionally engineered – particularly at the beginning of each course."

### **Peer Guides**

The primary intention of the Peer Guides project is to "make the language of HE more accessible" (Hinchcliffe, 2020), with the mode of doing so – peer-led videos – based upon internal observation of the effect of peer-led information sharing during the Student Success Conference.

### **Peer Mentoring**

TASO (Mentoring, counselling, coaching and role models (post-entry)) summarises evidence which shows that there is a correlation between participation in mentoring programmes and positive outcomes, and this project is intended to build confidence, which is important to an overall sense of belonging (WONKHE and Pearson, 2022a). We also note from TASO that evidence on "factors

that affect whether mentors and students can form a meaningful connection” would be useful and will aim to identify this in our evaluation.

### **Peer Calling Campaign**

Evidence has shown how important it is to signpost and streamline access to support (WONKHE & Pearson, 2022a), and this project does so by proactively reaching out to students for one-to-one conversations that support them to access support when doing so would be beneficial.

### **WP Micro Internships**

As noted by TASO (Work experience (post-HE)), “there are a handful of robust research studies on the impact of work experience. These studies generally show a strong association with better graduate outcomes”. An assumption we will be testing is that they also – through the affirmation of relevance of degree-level study – will impact on student success. We also note that AdvanceHE’s framework for embedding employability in HE states that “wherever possible, students should have opportunities to gain work experience...and engage with career development” - and these funded, flexible internships increase the opportunities available to students from socio-economically disadvantaged backgrounds.

### **Implementation of Mental Health Strategy & application for University Mental Health Charter**

The Mental Health Strategy is based on five key principles; to build a stronger sense of community amongst staff teams, student groups and the school as a whole; to further develop institutional structures that support, promote and prioritise student engagement; to develop firm foundations for support to staff members both at the start of their employment and in their time of need; to build stability into key areas of the institution; and to ensure that resource level in all areas of the school meets institutional need. Hughes & Spanner (2019) outline how the principles of the University Mental Health Charter should lead to improved student outcomes.

#### *Evaluation Plan Summary*

<b>Activity</b>	<b>Outcomes</b>	<b>Method(s) of evaluation</b>	<b>Summary of publication plan</b>
Comprehensive student success programme	Supporting transition to higher education and enhanced academic attainment, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26    Sharing at conferences (where relevant)   Final project evaluation report in 2028-29

Student Ambassador Advisory Panel	Co-creation of student success activities that will improve non-continuation rates. A paid work opportunity that will provide financial support. Ambassadors develop transferable skills which can be applied in their future career.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking	Interim findings will be published in our Annual Impact Report from 2025-26    Final project evaluation report in 2028-29
Student Success Conference	Supporting transition to higher education and enhanced academic achievement, a positive approach to learning, increased resilience, and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26    Sharing at conferences (where relevant)   Final project evaluation report in 2028-29
Belonging Building	Supporting transition to higher education, continuation and enhanced academic achievement, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26    Sharing at conferences (where relevant)   Final project evaluation report in 2028-29

Peer Guides	Supporting transition to higher education and improving non-continuation rates, providing accessible information, advice and guidance.	Type 2  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Peer Mentoring	Increased belonging and independence, feeling supported, developing increased self-esteem and confidence, a positive approach to learning, increased resilience and mental health. Non-continuation rates will improve.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Peer calling campaign	Supporting transition to higher education and improving non-continuation rates. Increased belonging and independence, feeling supported, developing increased, increased resilience and mental health. Early identification and signposting to SOAS support services.	Type 2  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)

			Final project evaluation report in 2028-29
WP Micro Internships	Increased belonging and independence, feeling supported, developing increased self-esteem, confidence and employability skills. Non-continuation rates will improve.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Implementation of Mental Health Strategy and application for University Mental Health Charter	Supporting transition to higher education and improving non-continuation rates. Increased belonging and independence, feeling supported, developing increased, increased resilience and mental health. Early identification and signposting to SOAS support services.	Type 1  Longitudinal outcome tracking	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29

### Intervention Strategy 3: Degree Awarding Gaps

#### *Evidence and rationale*

We consider Intervention Strategies 2 and 3 to be mutually reinforcing, and therefore much of the evidence and rationale for this intervention strategy is shared with that of Intervention Strategy 2. Please see below for further information on specific projects.

## **Comprehensive student success programme**

See Intervention Strategy 2, above.

## **Student Ambassador Advisory Panel**

See Intervention Strategy 2, above.

## **Bridging the Gap**

The current model of Bridging the Gap has been developed from a review of the previous programme delivered at SOAS, and insights from other projects across the sector such as the University of Kingston's Curriculum Consultants, and the University of Law's BAME advocates. It is also informed by UUK's (2019) recommendations to drive awarding gap change by "having conversations about race and changing the culture", and to "consider employing BAME student ambassadors...to facilitate conversations between students and staff" and to "encourage academics to liaise with these ambassadors and invite contributions at meetings and committees to facilitate conversations about race in general, but also more faculty-specific matters".

The recommendation that "Institutions can create a climate where students feel safe to address potentially sensitive issues and feel empowered to have a dialogue with others in the institution about their experiences and to challenge practices that they experience as exclusive or perpetuating inequality" (Mountford-Zimdars et al, 2015) has also fed into the development of the project.

## **UpReach Rise Programme**

Although the evidence is not yet causal, there is a correlation between participating in upReach and improved progression outcomes – upReach's 2019 Impact Report shows how upReach Associates have a Graduate Destination Score 6.5 percentage points higher than graduates with a similar academic and socio-economic background. Providing opportunities for SOAS students to participate in upReach's Rise programme also links to AdvanceHE's framework for embedding employability in HE which states that "students should be afforded the opportunity to develop the skills and knowledge that are relevant to the range of trajectories they might pursue."

## **Ebony Initiative**

The Ebony Initiative aims to nurture and support Black students to pursue postgraduate education and research careers, in response to issues documented in reports such as Williams et al (2019). The project was designed and founded by Dr Althea-Maria Rivas, a Senior Lecturer in the Department of Development Studies, who has extensive experience working with racial and social justice research, and Black and global majority students and equality initiatives in the UK higher education sector.

## **AdvanceHE's Race Equality Charter**

As noted in the recent review of the Race Equality Charter (Douglas Olayede et al 2021), the Race Equality Charter "is a framework and evidence-based methodology for systematically identifying racial inequalities and actions to address them...[and] takes a pipeline approach (considering entry, progression and outcomes) in relation to students, academic staff and professional and support staff."

## Evaluation Plan Summary

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Comprehensive student success programme	Enhanced academic achievement, reduced degree attainment gaps, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Student Ambassador Advisory Panel	Co-creation of student success activities that reduce degree attainment gaps. A paid work opportunity that will provide financial support. Ambassadors develop transferable skills which can be applied in their future career.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking	Interim findings will be published in our Annual Impact Report from 2025-26  Final project evaluation report in 2028-29
Bridging the Gap	Enhanced academic achievement, reduced degree awarding gaps, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)  Focus groups	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)

			Final project evaluation report in 2028-29
UpReach Rise Programme	Increased belonging and independence, feeling supported, developing increased self-esteem, confidence and employability skills. Increased aspirations and career goals.	Overseen by upReach	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
Ebony Initiative	Enhanced academic achievement, reduced degree attainment gaps, a positive approach to learning, increased resilience and mental health. Students will develop valuable study and life skills that will increase their sense of belonging.	Type 2  Pre and post validated survey  Delivery team feedback  Longitudinal outcome tracking (treatment and comparator group)  Focus groups	Interim findings will be published in our Annual Impact Report from 2025-26  Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
AdvanceHE's Race Equality Charter	Staff will feel empowered to evaluate their own practices, both pastoral and academic, this will lead to improvements in inclusion, community and reducing the degree awarding gaps.	Type 1  Longitudinal outcome tracking	Interim findings will be published in our Annual Impact Report from 2025-26



	Additionally, students will develop increased confidence in SOAS and will feel a stronger sense of belonging within the institution.		Sharing at conferences (where relevant)  Final project evaluation report in 2028-29
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# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: School of Oriental and African Studies

Provider UKPRN: 10007780

### Summary of 2025-26 entrant course fees

\*course type not listed

#### Inflation statement:

We will not raise fees annually for new entrants

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	BA, BSc, LLB	N/A	9250
Foundation degree	BA, BSc, LLB	N/A	5760
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	All CertHE/DipHE	N/A	9250
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	BA/BSc language year abroad	N/A	1385
Other	*	N/A	*

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

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

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

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

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

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

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: School of Oriental and African Studies

Provider UKPRN: 10007780

### Investment summary

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

#### Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£507,000	£531,000	£555,000	£581,000
Financial support (£)	NA	£1,848,000	£1,956,000	£2,037,000	£2,136,000
Research and evaluation (£)	NA	£82,000	£86,000	£91,000	£95,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£194,000	£204,000	£214,000	£225,000
Access activity investment	Post-16 access activities (£)	£313,000	£327,000	£341,000	£356,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£507,000</b>	<b>£531,000</b>	<b>£555,000</b>	<b>£581,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>4.6%</b>	<b>4.8%</b>	<b>5.1%</b>	<b>5.5%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£507,000</b>	<b>£531,000</b>	<b>£555,000</b>	<b>£581,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£1,783,000	£1,891,000	£1,972,000	£2,071,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£65,000	£65,000	£65,000	£65,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£1,848,000</b>	<b>£1,956,000</b>	<b>£2,037,000</b>	<b>£2,136,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>16.8%</b>	<b>17.8%</b>	<b>18.9%</b>	<b>20.1%</b>
Research and evaluation investment	Research and evaluation investment (£)	£82,000	£86,000	£91,000	£95,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.7%	0.8%	0.8%	0.9%

[illegible]

[illegible]