

# SOAS University of London

## 2019-20 Access and Participation Plan

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## **Introduction**

1. 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.
2. We continue to strengthen our importance in the UK and abroad in understanding the world, and excelling in teaching, learning and research. Having recently celebrated our centenary, our vision for the next hundred years will continue to be underpinned by internationalism, justice, diversity and equality.
3. It is within this framework that we evidence our continuous commitment to widening access and participation across all three phases of the student lifecycle: access to, success in, and progression from higher education. Our ambition is that all SOAS students graduate with the ability to challenge and interpret the world, connect communities and culture, and change and impact society. This is particularly something we aim to achieve for students from backgrounds underrepresented in higher education.
4. The strategic approach taken since 2012-13 has resulted in an overall improvement in our performance against the targets set out in previous Access Agreements. We remain committed to our revised and refined targets and milestones developed for 2017-18, and which will ensure we continue to make progress for some of the hardest to reach groups. SOAS will continue to target our access, student success and progression activities (including financial support) at the most underrepresented students, and will continue to improve our evaluation and monitoring strategy to ensure we are best able to measure impact and deliver outcomes.
5. This 2019-20 Access and Participation Plan provides an assessment of our performance in widening access and participation (paragraphs 6 to 32), a statement of our ambitions and strategy (paragraphs 33 to 73), the access, success and progression measures we will put in place to achieve these ambitions (paragraphs 74 to 110), the investment we will put in place to deliver these measures (paragraphs 111 to 113), and our approach to the provision of information for students (paragraphs 114 to 116).

## **Assessment of performance**

6. SOAS is committed to increasing the rates of access, student success and progression for students from backgrounds underrepresented in higher education. We continue to assess our performance using HESA widening participation and non-continuation performance indicators where possible as they provide a robust measure comparable across years, and across the sector. Where relevant, we also use other external and internal sources of data to provide the most appropriate framework for our assessment, which is also made with consideration to our specific institutional context – in particular our diversity, our relatively small size, our distinctive subject mix and our London location.

### *Access*

7. In assessing our performance in the access phase of the student lifecycle, we use HESA widening participation performance indicators, Indices of Multiple Deprivation data, and institutional analysis of UCAS applications. This enables us to benchmark our performance and to use a basket of measures in order to ensure an accurate assessment.
8. Since 2012-13 we have steadily increased the proportion of students from state schools, consistently above our benchmark, and at a faster rate than the England average. The overall trend is upwards. This demonstrates good performance.
9. Since 2012-13 we have increased the proportion of young students at SOAS from Low Participation Neighbourhoods, and most recently have met our milestone as well as narrowed the gap between our performance and the HESA location-adjusted benchmark to just 0.1%. This demonstrates we

are steadily improving performance. However, an analysis of UCAS data showed a recent decrease in the number of SOAS-placed applicants from POLAR Quintile 2 which is statistically significant. This will be further investigated by the School.

10. As a London institution with a high proportion of our home undergraduate intake based in London and the South East we consider it vital to use other measures alongside POLAR in order to accurately measure access for those living in areas of low household income or socioeconomic status, as in London there is a greater proportion of income-deprived children than anywhere else in the country, but young participation rates in London, as reflected in POLAR, are higher than elsewhere (*HEFCE 2014/01*). An internal analysis of our intake matching home postcodes with Indices of Multiple Deprivation areas shows that since 2012-13 the proportion of our intake from the most deprived 20% of postcodes has averaged 21% and the proportion of our intake from the most deprived 40% of postcodes has averaged 47%. Although this latter figure was 44% in 2017-18, this still reflects that our intake is broadly representative of the population in terms of socioeconomic status. This demonstrates sustained good performance.
11. Based on our analysis of UCAS data for SOAS-placed applicants, we note that in 2017-18 the proportion of BME students in this group increased to 61.9%, higher than both the previous year and the average of the previous five years. This demonstrates sustained good performance. However, one ethnic group – Asian (defined as applicants who identified their ethnicity as Indian, Pakistani, Bangladeshi, Chinese, or Other Asian background) – did experience a fall in proportion, and this will be investigated further.
12. Whilst the percentage of UK domiciled full-time undergraduate entrants who are mature has been stable over the past 5 years, HESA data demonstrates the percentage at SOAS has dipped below the England average in 2015-16 and 2016-17 after several years of strong performance. Although an analysis of UCAS data for the 2017 intake suggests the proportion has risen, this remains a concern and the impact of measures that are being undertaken currently will be monitored closely.
13. At SOAS, since 2014-15 we have significantly increased the percentage of UK domiciled mature full-time undergraduate entrants who are from Low Participation Neighbourhoods and we are closing the gap to our HESA location-adjusted benchmark. This stands in contrast to a dip in the average proportion in England over the same period.
14. We have increased our proportion of students in receipt of DSA above the HESA benchmark and England average since 2012/13, with an overall upwards trend. This demonstrates sustained good performance and we will maintain our efforts in this area of work.
15. An internal analysis of UCAS applications over the past 6 years has indicated little progress made in increasing the proportion of our intake who have experience of being in care, and the percentage of offer holders with experience of being in care has remained below 1% since 2012-13 (in comparison, almost 5% of all participants in our outreach activities in 2016-17 had experience of being in care). This is an area requiring improvement, including developing our capacity to collect data and monitor progress in this area.

#### *Student Success*

16. In assessing our performance in the student success phase of the student lifecycle, we use HESA non-continuation performance indicators, together with commissioned research undertaken by Continuum, the Centre for Widening Participation Policy Studies. This research took into account what can broadly be described as “widening participation characteristics” including (but not limited to) ethnicity, social class, disability, previous academic achievement and the different learner progression routes into the institution. As a result, it provides a more detailed understanding of our student body and student success outcomes.
17. We note that HESA data for non-continuation rates of young learners from Low Participation Neighbourhoods shows that in 2015-16 we performed better than both our benchmark and the

England average. However, using the measure of parental experience of higher education as an additional proxy indicator for low household income or socioeconomic status, the Continuum research project identified that students with no parental experience of HE were more likely to withdraw. To further develop our understanding we will work to identify the most appropriate and robust measures to assess student success gaps for learners from areas of low higher education participation, low household income and/or low socioeconomic status in the future.

18. The Continuum research we commissioned identified a clear and substantial gap in both non-continuation and degree attainment for students of particular ethnicities. With prior attainment and other factors controlled for Black students were 18% less likely to achieve Firsts than White students, and 16% less likely to achieve a 2:1 than White students. Asian students were 13% less likely to achieve Firsts than White students, and 12% less likely to achieve a 2:1 than White students. Further context to these gaps is provided by the *Degrees of Racism* research undertaken by the SOAS Students' Union which uses a qualitative approach to understand the causes of the attainment gap. This area is a high priority requiring significant improvement, as a result of the size and impact of the existing gap.
19. Our non-continuation average for UK-domiciled mature full-time undergraduate entrants with no previous HE qualification has been worse than our benchmark since 2012-13, but our performance since 2013-14 is improving and closing the gap to both our benchmark and the England average. Despite this better performance, this continues to be an area requiring attention.
20. Similarly, the non-continuation percentage for all UK-domiciled mature full-time undergraduate entrants has been worse than our benchmark since 2012-13 and in this measure our performance has worsened in the most recent year for which HESA data is available (2015-16). This remains an area requiring improvement.
21. As for assessing student success for students with disabilities, the Continuum research report identified wide variance in rates of non-continuation depending upon the nature of the disability declared by students (though where there were the largest gaps, the sample size was extremely low). This is an area requiring improvement and we will continue to invest in support for students with disabilities.
22. We are currently developing approaches to more robustly identify care leavers within our student body; this is a priority to enable us to accurately report on student success rates for these learners in the future.
23. It is worth noting that the non-continuation rates for young UK domiciled full-time and for all UK domiciled full-time students have worsened from 2013-14 to 2015-16 and are worse than both our benchmarks and the England averages. This further underlines that student success outcomes are an overall priority for the School, requiring improvement, in alignment with our widening access and participation aims.

#### *Progression*

24. In assessing our performance in the progression phase of the student lifecycle, we use Destination of Leavers from Higher Education survey data together with the most recent TEF year three metrics provided. The former enable us to track change over time, and the latter provide benchmarks against which to gauge absolute performance.
25. The percentage of our graduates from POLAR Quintiles 1 or 2 in employment or further study is 1.1% above the benchmark in the most recent TEF metrics but the percentage in highly skilled employment or further study is 1.8% below the benchmark. However, the percentage of our graduates from IMD Quintiles 1 or 2 in employment or further study is above the benchmark (by 1%) as is the percentage in highly skilled employment or further study (by 2%). Overall, this demonstrates good performance.

26. Considering performance over time in the percentage of graduates in highly skilled employment or further study, the gap between POLAR Quintile 1 or 2 and POLAR Quintile 3, 4 or 5 students, and between students with parental experience of HE and students with no parental experience of HE closed between 2012-13 and 2014-15 before widening in 2015-16. We will monitor this closely to identify if this widening is the start of a trend, or the result of an anomalous year.
27. For students from BME backgrounds, the percentage of our graduates in employment or further study, and in highly skilled employment or further study is narrowly below the TEF benchmark in both cases (by 0.5% and 0.8% respectively). Performance over time in the proportion of BME graduates in highly skilled employment or further study shows sustained consistent improvement.
28. In terms of mature students' progression outcomes the picture is mixed, with the proportion of graduates in employment or further study only 0.2% below the TEF metrics benchmark and the proportion in highly skilled employment or further study 0.7% above the benchmark. More concerning is the performance over time, which indicates a worsening trend in outcomes for graduates who were 21-30 and 30+ when they started their studies. This is an area requiring further investigation.
29. For students with disabilities, our performance in terms of progression outcomes is similarly mixed. The proportion in employment or further study is 1.2% below the TEF metrics benchmark, but the proportion in highly skilled employment or further study is 0.2% above the benchmark. Performance over time fluctuates considerably, most likely due to relatively small sample sizes.
30. As with the student success phase, we are currently developing approaches to more robustly identify care leavers within our student body; this is a priority to enable us to accurately report on progression outcomes for these learners in the future.

#### *Intersectionality*

31. We recognise the importance of examining the intersections of characteristics to identify more accurately gaps in access, success and progression for particular groups of students at SOAS and will develop our capacity in this area through further ongoing quantitative and qualitative research co-created with students. This will inform future Access and Participation Plans.

#### *Assessment of Performance Summary*

32. The assessment of our performance above provides a robust measure of performance in access, student success and progression at SOAS University of London, taking into account our institutional context and the performance of the sector overall. Whilst there are elements of good performance across the student lifecycle, there are also clear areas requiring improvement. Most significantly, the gaps in student success outcomes, especially for students of particular ethnicities, are the highest priority for improvement. Performance at both the access and progression stages is overall good and must be maintained as a minimum with specific areas of required improvement identified as above. Further to this there is a need to establish measures and procedures for monitoring outcomes for certain groups of students (in particular care-leavers) at all stages of the student lifecycle.

#### **Ambition and strategy**

33. SOAS is a remarkable institution. With our vast repository of knowledge and expertise focusing on Asia, Africa and the Middle East, we are uniquely placed to inform and shape current thinking about the economic, political, cultural, security and religious challenges of our world. As such we have academics and students with a passion and expertise in some of the most interesting and exciting regions in the world. Our work in widening access and participation draws upon this passion, niche and specialism to create engaging, innovative and academically rigorous access, student success and progression programmes. Our aim is to work with students to become global citizens who can understand and engage with the world.

34. In the academic year 2018-19 we will develop a whole-school Access and Participation Strategy to build on progress to date and be cognisant of best practice across the School and the sector, as well as the internal and external drivers at large, including the identified priorities of the Office for Students. The strategy will connect with the School Learning, Teaching and Student Experience Strategy, the School Careers Strategy, and the School's International Strategy, and will bring together various strands of existing activity and practice. The Access and Participation Strategy will identify specific aims and objectives and associated measures of success, and will play a key role in shaping future Access and Participation Plans.
35. The current strategic approach taken is embedded within the SOAS Vision and Strategy 2016-2020, which has two overarching aims focused specifically on students. Firstly, to produce high quality graduates who understand and engage with the world and the regions in which we specialise. Underlying this is a desire to provide students with an internationalised experience and a global perspective together with an interconnected view of the world. This desire is fundamental to our widening access and participation approach, which reflects and is strengthened by the School's specialism. Secondly, to develop well rounded individuals who can make a difference in their communities and in the world. This is facilitated by a unique and fulfilling student experience so that students graduate from SOAS with a sense of purpose and responsibility, an openness to new ideas, a thirst for lifelong learning, and transferable skills. These are core considerations in our approach where fulfilling academic and personal potential, and providing equality of opportunity in prospects post-graduation are crucial for students from backgrounds underrepresented in higher education. Underpinning these overarching aims is a commitment to select the most academically-able students by increasing the participation of students from a variety of underrepresented backgrounds to ensure that the transformative nature of a SOAS education can be experienced by all. It is therefore crucial to provide support at all points in the student lifecycle – from pre-entry to post-graduation, particularly to students from backgrounds underrepresented in higher education.
36. As a result of the strategic aims and assessment of performance above, our key ambitions in widening access and participation – closely aligned to the priorities identified by the Office for Students – are:
  - 36.1. To recognise and maintain our improving performance in access, whilst also seeking to reduce specific gaps where these exist, and to continue to contribute to sector-wide improvements in access to higher education by students from underrepresented backgrounds
  - 36.2. To reduce gaps in student success, with those for students from particular ethnicities as the highest priority, as this is where large and persistent gaps exist
  - 36.3. To continue to deliver our existing commitment to improve the progression outcomes of students from underrepresented backgrounds
  - 36.4. To increase our evidence base for existing gaps in all three phases of the student lifecycle at SOAS through the means of qualitative and quantitative co-created research, and to continue to use an evidence-led approach of evaluation and reflection to reduce these gaps
37. In order to achieve these key ambitions and reflect the School's strategic priorities, our access outreach activities will focus on inspiring and encouraging students from the most underrepresented groups to engage with and interpret the world around them, and on providing support and guidance in assisting students at all educational levels to achieve their academic and personal potential. Activities will be differentiated in their objectives to produce the most effective impact for learners according to their age and stage of education. We recognise that sustained interventions have the greatest impact, and the earlier a learner can be engaged, the better. In our admissions processes, we will continue to ensure we fairly and transparently assess the academic potential of students regardless of their background. We expect our activity not only to contribute to reducing gaps in access to SOAS itself, but also to contribute to increasing the entry rates of students from underrepresented groups to higher education in general, including to higher tariff providers where gaps are widest.

38. Our highest priority ambition is to significantly reduce gaps in student success, particularly for students from particular ethnicities, as this is where gaps are largest and where closing them will have greatest impact given the ethnically diverse make-up of our student body. This will also contribute directly to the Office for Students' priorities for student success. At SOAS, these gaps exist both in non-continuation and degree attainment, and we will focus on both issues through whole-institution change and specifically targeted initiatives to deliver significant progress. Whilst recognising that reducing gaps in student success should also contribute to improving performance in progression, our strategic approach to reducing gaps in the progression phase of the student lifecycle will be founded upon increasing our evidence base and using it to shape future interventions.

*Equality and diversity*

39. SOAS will ensure we have appropriately executed our responsibilities under the Equality Act 2010. The Widening Participation team will continue to collaborate with the Diversity and Inclusion Manager, particularly on initiatives to reduce the racialised attainment gap – a clear area of alignment between the School's approaches to equality and diversity, and widening access and participation. As part of this process the School is committing to make a submission to the Equality Challenge Unit for the Race Equality Charter.
40. We seek to further align related approaches at SOAS in order to increase effectiveness; as such the Head of Equality & Diversity Committee has recently become an ex-officio member of the body responsible for drafting the Access & Participation Plan, and a revised schedule has been developed for the drafting of future Access & Participation Plans to include comprehensive engagement by Equality and Diversity Committee (of which the Head of Widening Participation is also an ex-officio member).

*Priority underrepresented groups*

41. As a result of our assessment of performance, we have identified the following underrepresented groups as priorities for various stages of the student lifecycle. In the access stage we will prioritise reducing the participation gaps for those from socioeconomically disadvantaged backgrounds, which will involve further developing our use of available datasets to better identify these learners in a SOAS context. We will also prioritise improving access for care-leavers, and will reflect upon our institutional practice and how this could be altered to mitigate the decrease of mature students accessing higher education across the sector (ensuring that mature students themselves are involved in this process).
42. In the student success phase we will prioritise reducing the non-continuation and degree attainment gaps for students of particular ethnicities, and particularly students who identify as Black as this is where the biggest gaps exist. We believe that focussing on this gap in the first instance is appropriate as a successful strategy which marries whole-institution inclusive approaches and targeted interventions will generate evidence of interventions which work (and others which do not) that can be used to reduce student success outcome gaps affecting students from other underrepresented backgrounds, even with the recognition that some of the causes of these gaps will differ.
43. In the progression phase, we will prioritise in the first instance gaps in outcomes for students of particular ethnicities, recognising that gaps exist for BME students at SOAS and especially across the sector in comparison to White students (*HEFCE 2018/05*). By focussing our strategic approach on minimising this gap (and understanding how and why it varies across different ethnic groups) we will increase our evidence base enabling us to improve performance more generally in supporting progression outcomes for students from underrepresented backgrounds.
44. In addition to these identified priority groups of students from underrepresented backgrounds, we are also prioritising the development of our evidence base for certain groups in recognition of gaps that exist at a sector-level – and with the ambition of contributing to the sector-wide evidence base. Across all phases of the student lifecycle, this will include White British students (both male and

female) from low socioeconomic status backgrounds, students from refugee backgrounds, and care leavers. We also intend to further research how the intersections of characteristics can affect gaps at all stages of the student lifecycle. We also recognise that that our student body has a large proportion of students who commute to SOAS and/or who live at their parental home and the effect of this on outcomes in student success and progression requires further investigation.

*Monitoring the delivery of our Access and Participation Plan*

45. The Pro-Director (Learning and Teaching) is the senior manager with ultimate responsibility for widening access and participation, supported by the Associate Director of Student Welfare. SOAS' commitment to access is further supported by departments through the planning, implementation and monitoring of various measures, particularly in relation to retention, progression and collaboration.
46. Performance in widening access and participation are monitored by the Teaching, Learning & Student Outcomes Committee (chaired by the Pro-Director (Learning and Teaching)), and its sub-committee the Student Outcomes Panel (chaired by the Associate Director of Student Welfare), and discussed at the highest level by Academic Board, Executive Board and the Board of Trustees. There is student representation at these committees to ensure students are fully able to contribute to and shape approaches and monitoring of the delivery of the plan. In addition, widening access and participation issues are also considered by the Student Experience & Engagement Committee and the Equality and Diversity Committee, further aligning institutional approaches.
47. Beyond the formal committee structure, all areas of SOAS have a responsibility to support, promote and embed widening access and participation. In line with best practice identified in OFFA's "*Understanding a whole institution approach to widening participation*" research, we are committed to embedding widening access and participation into all considerations across the institution, with a top-down, bottom-up approach to ensure effective expansion of existing pockets of excellence towards a fully inclusive institution model. The development of an institutional Access & Participation Strategy is an integral part of this approach.
48. The core SOAS Widening Participation Team is based in the Student & Academic Experience area. The team works extensively across the whole institution on issues of access, admissions criteria, student success and progression including with all teams in Student & Academic Experience, all academic departments, and the Students' Union. The implementation of this Access & Participation Plan will be supported by all these areas of SOAS.
49. The body responsible for the drafting and delivery of the Access & Participation Plan is a steering group comprised of the Pro-Director (Learning and Teaching), Registrar and Secretary (Chief Operating Officer), Deputy Chief Operating Officer (Student and Academic Experience), Deputy Chief Operating Officer (Resources & Planning), Head of Widening Participation, Widening Participation Manager (Outreach & Progression), Widening Participation Manager (Languages & Community), Head of Equality and Diversity Committee, Head of Marketing, the Fees Deputy Manager, and members of the Students' Union Executive: the Co-Presidents (Democracy and Education), and (Welfare and Campaigns), the People of Colour Officer and the Working Class Students' Officer. This group reports to the Director of SOAS.
50. As part of our commitment to continuous improvement, we are responding to the establishment of the Office for Students by reviewing the process undertaken for the drafting and delivery of our Access & Participation Plan. We will undertake this review in 2018-19 to inform our practice for 2019-20. It will be informed by the development of our Access & Participation Strategy and will be based on existing best practice and these underlying principles: that it is imperative to ensure full involvement of students from diverse backgrounds, that it must involve members of staff involved in all phases of the student lifecycle across the institution, that an approach involving sub-groups focussed on particular strands of widening access and participation will enable the considerable expertise spread across the institution to feed into this key process.

51. This new group will oversee the development and monitoring of an action plan for 2019-20, in collaboration with the Students' Union, to support the implementation of the Access & Participation Plan. The Head of Widening Participation will be responsible for delivering the action plan, reporting to the Pro-Director (Learning and Teaching).

*Ensuring continuous improvement through evaluation*

52. Monitoring and evaluating impact is core to our approach in widening access and participation. Our strategic approach to evaluation ensures it is designed to be rigorous and to facilitate reflective, responsive and impactful practice. Piloting projects is an integral part of this approach, scaling up those which are evaluated to be successful, and taking forward learning from those which are evaluated as being unsuccessful. Ultimately our evaluation generates evidence in order to influence practice in SOAS and the sector.
53. Monitoring and evaluation is conducted at an institutional and activity level, which assists in refining approaches and processes across the whole student lifecycle. It also involves commissioning external research as appropriate, undertaking research projects internally, and gathering data which is used to continuously improve the outcomes of our interventions. It is also imperative to identify what works elsewhere in the sector, and to incorporate this into our approach where appropriate – we believe in putting evidence and evaluation at the heart of our approach, developing our evidence base further and spreading best practice to where it is needed.
54. SOAS systematically and routinely gathers data from learners and other stakeholders on the impact of our activities. Reports are produced against a number of variables which allows the monitoring of outcomes and attitudinal changes amongst different groups. These include measuring increased awareness of HE study and student life, how to progress to HE, costs and support available, impact on current study, and changes in attitude towards HE.
55. As well as measuring attitudinal change, structures are in place for tracking the progression to higher education outcomes of learners who engage in our long-term and summer school programmes. SOAS performs well within the context of our current activity evaluation procedure, and are continuing to reap the rewards of having refined our evaluation forms, reducing the range of attitudinal questions asked and focusing on key indicators which can be used to evidence top-line impact more clearly. This enables us to reflect upon current practice and impact, and to change our approach and interventions as a result, facilitating continuous improvement.
56. Our approach to evaluation is under regular review to ensure efficiency and effectiveness. As such, we are currently exploring ways to further improve aspects of our evaluation in order to be able to better evidence outcomes and to reflect OFFA's proposed standards for the evaluation of outreach. We are embedding the best practice from our access-focussed evaluation strategy into activity focussed on student success and progression, to further align all strands of our widening access and participation activity. We believe it is important to make known the findings of our evaluation through conferences and publications, particularly the impact on widening access and participation of approaches to learning and teaching being pioneered at SOAS such as decolonising the curriculum.
57. The central Widening Participation team work closely with colleagues in the Planning department to understand the access, success and progression of students from underrepresented backgrounds, and to reflect upon this on a regular basis in order to inform our practice. This includes analysis of the make-up of the current study body by certain protected characteristics and widening participation indicators, but also departmental-level analyses which enable us to better understand the attainment and non-continuation patterns of students from underrepresented backgrounds at a more granular level, and which reflect the interest of academic staff in issues to do with widening access and participation at the departmental level. The WP and Planning teams are working increasingly closely together in order to identify and develop further areas where data is sufficiently robust to provide the evidence for developing and delivering additional interventions, including intersectionality.

58. Our approach to evaluation and monitoring is applied to our provision of financial support also. We will continue to use the toolkit developed by OFFA to monitor and evaluate its impact. This evaluation will be undertaken on an annual basis, and evidence to date – particularly from the qualitative tools – has demonstrated the positive impact of financial support in enabling recipients to concentrate on their studies without worrying about finances, thereby contributing towards our strategic aims of increasing student success outcomes. Other impact reported includes how financial support contributes to reducing anxiety, to increasing feelings of being valued by SOAS, and to helping recipients to manage family responsibilities.

#### *Collaborative working*

59. Collaborative working is a key requirement in meeting need and delivering widening access and participation activities for schools, colleges, the local community, and university students, across all phases of the student lifecycle. SOAS will continue to collaborate with partners in working with underrepresented groups, and these partners include schools, colleges, third sector organisations and other universities. A key aspect of our strategic approach to collaborative working is to establish formal partnerships with schools and colleges, based on further developing existing successful models. The nature of all these partnerships and collaboration depends upon the partners involved, but collaborative working collectively enables us to build lasting success, to work with learners at an early stage of their education and to provide them and schools and colleges with sustained engagement in order to accelerate progress in reducing existing gaps. We are currently engaged in the following partnerships:

60. **The Brilliant Club:** SOAS is a partner university of The Brilliant Club, collaborating to deliver the launch and graduation trips which are a core feature of the programme, and providing SOAS PhD students to deliver tutorials to groups of high-potential pupils from disadvantaged backgrounds in Key Stages 2, 3, 4 and 5. An evaluation by UCAS of their 2015 Year 12 cohort demonstrated that 58% of pupils eligible for free school meals progressed to a highly-selective university compared to 11% nationally. In 2016-17, two-thirds of those tutored by SOAS researchers went on to produce work of a standard associated with the next key stage up in development.

61. **Morpeth School:** We collaborate with Morpeth School in Tower Hamlets to provide tailored study support for History A-level students there, currently consisting of a masterclass, study skills support from Student Ambassadors, and assisted use of SOAS library resources. The partnership began five years ago, and is framed by the idea of decolonising the curriculum, with the masterclass drawing on cutting-edge research to provide an alternative to the standard Eurocentric narrative of the world between 1850 and 1950.

62. **The Brightside Trust:** Brightside exists to help young people from all backgrounds make confident and informed decisions about their future. We collaborate in order to provide mentoring as part of our outreach offer, and as part of our student success activity. In terms of the latter, the online mentoring linked to our Bridging Courses featured in Brightside's 16-17 Impact Report with over 70% of students feeling their mentor supported them with the social and academic sides of university, and made the transition to university smoother.

63. **Capital L:** a London consortium of 5 HEIs who collaborate with schools, colleges and a range of other stakeholders to increase and widen participation in language studies in schools, colleges and universities. Capital L staff sit within the Widening Participation team, and the consortium is jointly directed by the Head of Widening Participation at SOAS and the Professor of French at the University of Westminster.

64. **Linking London:** a unique partnership of forty-nine educational organisations that work collaboratively to support recruitment, retention and progression into and through higher education, in all its variety, including full and part time, higher apprenticeships and work based learning and employment. Through Linking London membership partners work both collaboratively, and individually, to maximise their contribution to targeted student engagement and achievement, social

mobility and in pursuit of improvements in social justice through education. The long-established network has been in existence since 2006, and is part of the NCOP project.

65. **Aimhigher London South:** a partnership which works to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers together to work effectively across London and the South East. The network collaborates to provide impartial information, advice and guidance to learners from years 8 – 13, to share good practice at a local and regional level in order to determine what works well and that activities are effective, to develop and apply evaluation and monitoring methods to illustrate long term impact, and to improve the involvement of current students. The network is also part of the NCOP project.
66. **University of London Outreach, Access and Success Group:** a network established in April 2014 through which a number of University of London providers collaborate on four strategic themes including: white working class boys, key stage 3 and 4 outreach, evaluation and research, and student success and progression.
67. As noted above SOAS has been engaged with a number of regional collaborations as part of our engagement with the NCOP programme. As part of our membership of Linking London we have supported their NCOP work with colleges in target wards. With Aimhigher London South we have supported a range of activity, including the Look to the Future programme, targeting Looked After Children. Although funded separately, this important contribution to the national landscape complements the work delivered through our Access & Participation Plan by focusing on young people who are most underrepresented. These learners are hard to reach for SOAS as a small, specialist institution, and the collaborations provide a systematic and measurable environment in which to make a difference in these areas.
68. We recognise that the 12 Opportunity Areas identified by the government experience significant challenges in social mobility. Given our size, location and unique subject mix, we believe that our best approach to engage with Opportunity Areas will be through collaboration with organisations based in the areas, in conjunction with the development of online, remote and devolved outreach resources reflecting our unique specialism, such as the Languages Challenge.

#### *Student Consultation and Involvement*

69. The SOAS Students' Union has worked to ensure that the needs of students from Widening Participation backgrounds are at the heart of the Access & Participation Plan for 2019-20. The increase in the amount of funding allocated towards bursaries and the proposed review of support for Black and marginalised, care leavers, parents/carers and working class students is owed to a campaign led by the Working Class Officer and the People of Colour Officer. The Students' Union has collaborated with Widening Participation department in the past, but it is because of the campaign led by the Working Class and P.O.C officers that there are renewed efforts to increase engagement with students and maintain accountability and transparency.
70. The School's Widening Participation team meet with members of the Students' Union to discuss issues in access, student success and progression and their alignment with the Students' Union educational priorities. Collaborative activity includes delivering WP outreach activities such as the Students' Union Saturday School.
71. Two co-Presidents sit on the OFFA Steering Group as formal members, and student representation has recently been increased and diversified by the addition of the Students' Union's People of Colour Officer and Working Class Students' Officer joining the Steering Group. The Working Class and P.O.C officers have increased student engagement with questions around access to higher education. They have fought for a stronger focus on improving support for Widening Participation students within a structurally racist higher education system, which is increasingly feeling the impacts of marketisation - cuts to funding, end of maintenance grants, increased competition.

72. It is primarily through the Working Class and P.O.C. Officers' campaign that that students have had the opportunity to express their views about the content of the Access & Participation Plan, with the outcomes noted above, as well as to continue being involved in the implementation, monitoring and evaluation of the Access & Participation Plan.
73. An important additional opportunity for students to be involved in the implementation, monitoring and evaluation of the Access & Participation Plan is through our Outreach Student Ambassador Scheme. Outreach Student Ambassadors, all from widening participation backgrounds, play a key role in the delivery of our outreach activity to improve access. In addition, Ambassadors complete evaluation forms for the activities they work on, and these evaluations are reflected upon as part of the process of continual improvement, providing another way in which the input of students from diverse backgrounds is involved in evaluating the activities underpinned by the Access & Participation Plan.

### **Access, student success and progression measures**

74. All activity funded through our Access & Participation Plan contributes to improving access at an institutional or sector level, and to improving student success and progression outcomes at SOAS for students from underrepresented backgrounds. We take an evidence-based approach and reflect SOAS' unique subject mix and diversity in the measures we undertake. The following paragraphs provide examples of activities based on established and evidenced best practice, and which form part of our student lifecycle approach, together with identified areas in which our approach would benefit from further institutional level research.

#### *Access measures*

75. **Student Ambassador-led taster days:** these taster days in which Student Ambassadors deliver subject-specific workshops and age-appropriate information, advice and guidance, provide a positive and engaging HE experience for younger age groups. Key outcomes include increasing participants' understanding of the link between higher education and career benefits, and increasing awareness of the variety of subjects available in higher education, as well as increased confidence and engagement in education. In 2016-17, over four-fifths of participants reported learning more about what university study and student life would be like, and over half felt they gained study skills or knowledge to help them fulfil their academic potential.
76. **Attainment-raising collaboration with The Brilliant Club:** in 2016-17 over 300 pupils from 25 schools visited SOAS on either a Launch or Graduation trip as part of The Brilliant Club's Scholars programme, and over 130 pupils studied with a SOAS PhD tutor. Of these, two-thirds received a 1<sup>st</sup> or 2:1 in their final assignment, meaning they performed at, or well at, the key stage above their current level.
77. **Languages Challenge:** the Languages Challenge is a devolved task based activity delivered at schools. Aimed at encouraging learners to develop metacognitive skills, the project consists of students working in teams to complete a number of different tasks. Students are encouraged to use their creativity, make choices, plan and complete tasks cooperatively, assess their achievement against success criteria and to reflect on the whole process. In 2017-18, 49 state schools from all over the UK registered.
78. **Summer schools:** our 4-day summer schools provide a sustained and intensive HE intervention, with ongoing meaningful contact with current HE students. The summer schools also provide a forum for gaining study skills and specific subject knowledge. Key outcomes include increased understanding of how to progress to university, and an extensive understanding of the higher education experience. In 2016-17, over 80% of participants indicated they had learnt more about both the costs of university and the financial support available, and 90% stated that they now believed more strongly that they would progress to university.
79. **Step On Programme:** this programme is aimed at supporting Year 12 students to make successful transitions to A-level study, including through a series of study skills development sessions

alongside an ab-initio language course. Participants are encouraged to identify short and long term learning goals; complete a reflective learning diary; evaluate and review how best to manage their time; complete a skills audit and reflect on what mindset they have adopted.

80. **SOAS Scholars, Thinking Globally:** SOAS Scholars is a long-term sustained two-year project designed to raise pupils' attainment in the sixth form by increasing participants' breadth and depth of knowledge, self-awareness and confidence, and by developing study skills and time management techniques. Participants work with current undergraduate students on a number of higher education and career related activities, as well as experiencing academic masterclasses. In 2016-17, 90% of participants reported they had gained study skills or knowledge to help them fulfil their academic potential, and the project has a sustained history of participants progressing to highly selective institutions.
81. **History Partnership with Morpeth School:** tailored study support for History A-level students at Morpeth School consisting of a masterclass, study skills support and assisted use of SOAS library resources. In 2016, all participants met or exceeded their overall target grade in the module SOAS supported.
82. As reflected in the above activities, SOAS collaborates extensively with schools and colleges across London, and we are continuing to increase our widening access and participation work into other parts of the country to reach more learners in LPNs and Opportunity Areas. This is through initiatives such as funding accommodation and travel for our (otherwise non-residential) summer schools, and developing our online, devolved and remote outreach offer.
83. Overall, we currently engage with over 100 schools, and do so repeatedly and most closely with those that are in the most disadvantaged third of schools in London according to our school priority formula. This forms the basis of close collaborative and strategic sustained working at both school and learner level. We recognise the close link between academic attainment in schools and colleges and access to higher education, and consequently raising learner- and school-level attainment is a fundamental driver behind our access activity.
84. SOAS has established models of school partnership which are based on subject level support to raise attainment within target schools. Our experience to date is that schools are engaged in this type of partnership arrangement which is embedded in the curriculum, and also that small group, high intensity programmes have the most significant impact on student outcomes including coursework marks and student confidence. Crucially, the benefits of engaged partnerships can be noted by the increased retention rates of students who progress to SOAS having been supported in school or college. This work will be scaled up to increase the number of school-level partnerships. The model mentioned above of collaboration for the delivery of a module within the A-level History course at Morpeth School forms the basis of a template we will develop further in different subjects and different schools.
85. In addition, we are implementing plans to enter into broader partnerships with schools, in order to enfold our current one-off activity with younger students into a broader framework alongside extended programmes to increase attainment and progression. This model will also involve working in a more consistent way with parents/guardians, maximising impact further.
86. In order to ensure that we target our activities to learners who would benefit the most, we have developed a school formula which ascribes numerical values to state schools according to various criteria including POLAR, pupil destinations after key stage 4, the attainment 8 score for disadvantaged pupils, and the percentage of pupils eligible for free school meals. The more disadvantaged and low-performing the school is, the higher the score it receives, and the higher priority it is to work with. The formula is subject to annual review to ensure it remains fit-for-purpose.
87. The 10% highest scoring schools form the Priority 1 group, then the next highest scoring 20% are Priority 2, then the next highest scoring 30% are Priority 3, with the remaining 40% being non-

priority. As a result of our school level targeting procedures, in 2016-17 we directly engaged with 13 priority 1 schools, 11 priority 2 schools and 5 priority 3 schools.

88. Supplementary to our school formula, we also use a basket of measures to select individual applicants to our post-16 outreach activities. The measures include an assessment of their performance at GCSE relative to the overall performance of the school they attended and additional characteristics and socioeconomic context associated with low rates of progression to higher education. The measures are designed to identify those with the academic potential to progress to highly selective institutions, but the least likely to do so.
89. Participants are asked to disclose socio-economic information on anonymous post-activity evaluation forms in order to ensure activities are targeting the most appropriate students. These are analysed on an event-by-event and annual basis. Of over 2000 participant evaluation forms collected in 2016/17, more than half reported no parental background of higher education, over two-fifths reported that they had been in receipt of Free School Meals and just under 5% reported that they had been in care. All of these figures represent an increase since the preceding year, reflecting continued robust targeting procedures, which consistently improve year on year.

#### *Fair and contextualised admissions*

90. The School believes that a diverse student population contributes to a challenging and stimulating learning environment. We therefore 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. As a result, all home applicants to undergraduate programmes are considered eligible for reduced offers dependent on a basket of 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.
91. Our approach is reviewed annually to ensure that it is as effective as possible, and the WP and Admissions teams are currently working together with students in order to better publicise our approach, and to demystify any aspects of the application and admissions process for SOAS applicants from underrepresented backgrounds.

#### *Student success measures*

92. **Bridging Courses for First Generation and Mature Students:** these are free, week-long courses for undergraduates designed to enable participants to make a flying start to their studies. The First Generation Bridging Course is for state-school educated students who are the first generation in their family to go to university or from Low Participation Neighbourhoods, and the Mature Bridging Course is for students who are 21 or over when starting their undergraduate degree. The Courses include study skills (with written work submitted and feedback given) and the development of early awareness and access to support services available, as well as a mutually supportive network. Key outcomes include a real sense of belonging, improved study skills, greater resilience and improved non-continuation rates compared to students from similar backgrounds who did not attend the courses.
93. **First term mentoring:** online mentoring extends the reach and impact of the Bridging Courses by providing the opportunity to eligible students to be matched with their own individual mentor throughout the first term, who can offer personal advice around the transition to university. Over 70% of students felt their mentor supported them with the social side of university, supported them with the academic side of university, and made the transition to university smoother.
94. **BME mentoring:** a new opportunity for BME students (particularly students from African and African Caribbean backgrounds) to meet with BME staff, with the project aiming to support participants in making the transition to SOAS and to access help and support if required. Key outcomes include a sense of belonging, and increased personal and academic confidence. Feedback to date has been overwhelmingly positive, and plans are in place to expand the scheme.

95. **Peer assisted study support:** this programme of support targets academic subjects traditionally perceived as difficult, with peer leaders encouraging peer support during sessions and students identifying their own solutions to common problems. The sessions focus on topics the students find challenging and reflect on topics previously covered in order to scaffold learning. Targets for future interventions include 70% of PASS attendees reporting improved study skills and social networks, and reporting increased control over study management.
96. **Online CBT provision:** a new initiative to provide computer-based cognitive behavioural intervention to support improved mental health for students, particularly aimed at enabling students from underrepresented backgrounds who would benefit to access services. Key outcomes include improved access to services for previously hard to reach students, and faster treatment.
97. **Co-created research projects:** research projects co-created by students and staff are a critical element of our approach, ensuring that the lived experience of students informs the provision of measures which can be implemented and monitored at a local level. One example of this is that during the summer of 2018 the Students' Union People of Colour Officer and Working Class Students' Officer are undertaking a co-created research project examining the student experience further from the perspective of, amongst others, BME students.
98. Following from the Continuum research and the *Degrees of Racism* report, an Attainment Gap Working Group was established by Academic Development Committee in autumn 2016 with members drawn from across SOAS (academic and professional services) and jointly-chaired by SU co-presidents. The remit of the group was to look at attainment gaps at SOAS, and in particular at the experience and attainment of BME students. The Working Group put together an action plan which has been adopted by the School to drive forward progress. The action plan informs our Access & Participation Plan target to reduce the Black attainment gap, and sets out a range of initiatives to drive forward improvement. These include adopting KPIs which focus on BME students, promoting inclusive assessment of modules, monitoring student perceptions of teaching (including explicitly asking students to comment on how diversity, inclusion and/or structural inequalities have been addressed within modules), and further improving the data collected, analysed and reviewed by departments on the attainment gap, including as part of programme and curriculum reviews.
99. The School has undertaken a number of initiatives to raise awareness of attainment gaps, and possible approaches to reduce these. For example, the SOAS Learning and Teaching Summer 2018 Conference had as one of its central themes "decolonising the learning experience". In addition, we took part in the HEA London Retention Project (out of which the Retention Working Group was formed), and seek to incorporate established good practice across the sector, such as that identified in the 'What Works?' project.
100. The selected student success measures outlined above have been developed from a strong evidence base and aim to combine a whole-institution inclusive approach, with additional interventions targeted at learners from underrepresented backgrounds. This approach is embedded within both the School's Strategic Plan for Learning, Teaching and the Student Experience, and strategic Equality, Diversity & Inclusion objectives. As with all our activities, we will continually improve the evaluation of the impact of our student success measures funded through the Access & Participation Plan.
101. We will further develop our evidence base by undertaking additional qualitative and quantitative research into the student experience for learners from underrepresented backgrounds. As part of this research process, we will undertake a scoping exercise to determine where the provision of more flexible support may be beneficial for students from underrepresented backgrounds, such as mature learners. In addition, we will examine particularly closely the experience of commuter students as there has been a significant increase in the proportion of our intake who live at home while studying (as noted in The Sutton Trust's *Home and Away* report published in 2018).

102. Decolonising the curriculum is an additional key measure we are taking to increase student success for students from underrepresented backgrounds, fully aligned with our widening access and participation strategy, and which we expect to contribute significantly to reducing the ethnicity attainment gap. The Decolonising SOAS Working Group (comprised of students, academic and professional services staff) has developed a Learning and Teaching toolkit for departments to facilitate making what we teach and how we teach it more responsive to the problems of racialized privilege and discrimination within our teaching practice. Decolonising the curriculum is a key strategic priority for the Students' Union and the School, and we continue to promote this approach and aim to publicise outcomes across the sector.

*Progression measures*

103. **Outreach Student Ambassador Scheme:** Outreach Student Ambassadors work on our access outreach activities and are themselves students from underrepresented backgrounds. SOAS employs approximately 100 Outreach Student Ambassadors annually and this scheme is an opportunity to support the personal development of students from underrepresented backgrounds. They are supported to develop interactive taster workshops, based on their programmes of study, which they deliver to schools and college pupils. Feedback taken from Student Ambassador Scheme exit surveys demonstrate that 100% of Ambassadors thought they benefited, and over 90% said their employability, public speaking, leadership and people skills were improved as a result of their participation.

104. **Targeted Careers Service provision:** the Widening Participation team works closely with the Careers Service, including being able to use the Careers Registration data to track changes in careers thinking, and funding microplacements for students from underrepresented backgrounds. We are collaboratively exploring and trialling a range of progression measures designed to impact outcomes for students from underrepresented backgrounds, in order to develop increased understanding of what works most effectively.

105. **Internationalisation:** current measures to promote internationalisation have included collaborating with the organisation Common Purpose to provide an international leadership development programme experience for 25 students from underrepresented backgrounds and with little to no experience of international travel. We have also supported students from underrepresented backgrounds to successfully apply for ACU Global Summer School grants, and will continue to explore the most effective ways to support internationalisation for students from underrepresented backgrounds.

*Financial support*

106. SOAS will provide a bursary worth £4500 for students from low-income backgrounds in 2019/20 as institutional analysis indicates that financial support positively impacts on student success outcomes for students from underrepresented backgrounds. This evidence, and a strong steer from our student body, has informed our decision to offer financial support over the duration of programmes for students from the most disadvantaged groups.

107. We are committed to ensuring that the financial support on offer remains at an appropriate level and will undertake further research into the cost of living for SOAS students, and will review our approach to bursaries if tuition fee levels change.

108. **SOAS Bursary:** this bursary provides £1500 a year to every undergraduate student with a household income below £25,000, thereby guaranteeing financial support to students from low-income backgrounds. The bursary is paid during three years of study, not including language years abroad.

SOAS Bursary	First year	Second year	Third year	Total
	£1500	£1500	£1500	£4500

109. SOAS will deposit the cash bursary directly into the student's bank account by the end of February in each relevant academic year. However please note that the current timetable for payments is subject to review as part of a student-centred project reviewing our bursary offer to ensure that impact is maximised for students from underrepresented backgrounds. As part of this review we will aim to make bursary payments as early in the academic year as possible.

110. To ensure every student with a household income below £25 000 receives a bursary, we have made provision for a greater number of bursaries than our student numbers forecast. If actual numbers of students in 2019-20 result in there being unallocated funds, we intend that this amount will be used to provide financial support to SOAS students with a household income between £25,001 and £42,875, prioritising allocation in order of those with the lowest household income.

### Investment

111. Based on the assessment of current performance outlined previously, SOAS will commit 31.3% of its higher fee income on access, student success, and progression measures. The table below shows the split between financial support, access, student success, and progression expenditure.

	<b>2019-20</b>
<b><i>Financial Support</i></b>	£896,518
<b><i>Access</i></b>	£436,810
<b><i>Student Success</i></b>	£465,656
<b><i>Progression</i></b>	£23,160
<b><i>Total Expenditure</i></b>	<b>£1,822,144</b>

112. The table below demonstrates, in percentage of higher fee income terms, how our split of spend responds to our assessment of current performance.

	<b>2019-20</b>
<b><i>Financial Support</i></b>	15.4%
<b><i>Access</i></b>	7.5%
<b><i>Student Success</i></b>	8.0%
<b><i>Progression</i></b>	0.4%
<b><i>Total Expenditure</i></b>	<b>31.3%</b>

113. As well as the investment above SOAS will make further investment in widening access, student success and progression through funding a number of staff posts across a range of teams in the institution including Admissions, Student Advice and Wellbeing, and Learning and Teaching Development. Further to this SOAS will fund inclusive whole-institution initiatives such as the HEA Inclusive Assessment and Feedback project. This further investment will be underpinned by the developing SOAS Access & Participation Strategy, which will also identify strategic widening access and participation objectives for additional fundraising.

### Provision of information to students

114. SOAS provides clear, accessible and timely information to applicants and potential students on our undergraduate fees and financial support. Information on fees and financial support is provided through our institutional website and the UCAS website in sufficient advance and level of detail to enable prospective students to make an informed choice. We will continue to publish this information on these websites.

115. Regarding the financial support available, we will make clear any eligibility criteria and the application process to be considered for the SOAS Bursary. This will also be included in our leaflet on financial support which is distributed to schools and colleges, and which is produced in conjunction with students from underrepresented backgrounds. As mentioned previously we are undertaking a student-centred project regarding our bursaries, which will also focus upon ensuring that information about our financial support is clear and accessible.

116. In addition, we will ensure Access Agreements and Access and Participation Plans pertaining to students studying at SOAS will be available through the SOAS website.

**Access & Participation Enquiries:**

SOAS Widening Participation Team

[wpteam@soas.ac.uk](mailto:wpteam@soas.ac.uk)

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\* course type not listed.

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

Please enter inflationary statement in the free text box below.

SOAS will not be inflating fees for 2019-20 entrants in subsequent years.

Full-time course type:	Additional information:	Course fee:
First degree	New students from 2019-20 onwards	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	New students from 2019-20 onwards	£9,250
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years	New and continuing students	£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To increase the proportion of young LPN students from this group to 5.4% by 2019/20	No	2013-14	4%	4.9%	5.4%				
T16a_02	Access	Low participation neighbourhoods (LPN)	<b>HESA T2a</b> - (Mature, full-time, first degree entrants)	To increase the proportion of mature LPN students from this group to 4% by 2019/20	No	2013-14	2.2%	3.5%	4%				
T16a_03	Access	Disabled	<b>HESA T7</b> - Students in receipt of DSA (full-time, first degree entrants)	To increase the proportion of this group to 7% by 2019/20	No	2013-14	6.3%	6.9%	7%				
T16a_04	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	To maintain the proportion of students from this group by 2019/20	No	2013-14	31%	31%	31%				

T16a_05	Access	State school	<b>HESA T1a</b> - State School (Young, full-time, first degree entrants)	To maintain the proportion of students from this group by 2019/20	No	2013-14	82%	82%	82%				
T16a_06	Student success	Other (please give details in Description column)	<b>HESA T3a</b> - No longer in HE after 1 year (Young, full-time, first degree entrants)	To reduce the non-continuation rate of young students to 5% by 2019/20	No	2012-13	6.4%	5.5%	5%				
T16a_07	Student success	Other (please give details in Description column)	<b>HESA T3a</b> - No longer in HE after 1 year (Mature, full-time, first degree entrants)	To reduce the non-continuation rate of mature students to 15% by 2019/20	No	2012-13	20.6%	16%	15%				
T16a_08	Student success	Other (please give details in Description column)	<b>HESA T3a</b> - No longer in HE after 1 year (All, full-time, first degree entrants)	To reduce the non-continuation rate of the overall population to 7% by 2019/20	No	2012-13	9.7%	8%	7%				

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Outreach / WP activity (other - please give details in the next column)	To increase the number of school and FE college students engaged in extended programmes to 100 by 2019/20	No	2012-13	60 students	90 students	100 students				
T16b_02	Access	State school	Outreach / WP activity (summer schools)	To increase the number of students attending subject-based summer schools	No	2012-13	160 students	180 students	200 students				
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	To increase the proportion of outreach attendees who apply to SOAS to 35% by 2019/20	No	2012-13	25%	33%	35%				
T16b_04	Access	State school	Contextual data	To increase the conversion rate of outreach attendees who gain a place at SOAS to 35% by 2019/20	No	2012-13	25%	32%	35%				
T16b_05	Progression	Mature	Outreach / WP activity (other - please give details in the next column)	To increase the number of mature students attending the Bridging Course to 75 by 2019/20	No	2012-13	44 students	65 students	75 students				

T16b_06	Progression	State school	Outreach / WP activity (other - please give details in the next column)	To increase the number of first generation students attending the Bridging Course to 60 by 2019/20	No	2012-13	34 students	55 students	60 students				
T16b_07	Progression	Mature	Outreach / WP activity (other - please give details in the next column)	To increase the progression rate of mature Bridging Course attendees into year two to 80% by 2019/20	No	2012-13	72.7%	77%	80%				
T16b_08	Progression	State school	Outreach / WP activity (other - please give details in the next column)	To increase the progression rate of first generation Bridging Course attendees into year two to 85% by 2019/20	No	2012-13	79.4%	84%	85%				
T16b_09	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To increase the number of students engaged in activities that raise attainment	Yes	2018-19	0	60 students	75 students	90 students	100 students		
T16b_10	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	To see 40 learners from POLAR3 Quintile 1 progress to HE	Yes	2018-19	0	30	40	40	40		
T16b_11	Success	Ethnicity	Other (please give details in Description column)	To reduce the Black attainment gap for first class honours degrees to 10%	No	2015-16	30%	26%	22%	17%	14%	10%	
T16b_12	Access	State school	Outreach / WP activity (other - please give details in the next column)	To increase the number of strategic partnerships we have with schools to 10 by 2022-23	Yes	2017-18	1	2	4	6	8	10	