



UNIVERSITY OF  
WESTMINSTER

# ACCESS AND PARTICIPATION PLAN

2025-26 TO 2028-29



## **Dr SAL JARVIS, Deputy Vice-Chancellor (Education) and Provost**

At the University of Westminster, our commitment to eliminating risks to equality of opportunity for all our students is absolute. Our students are fantastic: energetic, inquisitive, determined – and they are also, as this document makes clear, fantastically diverse compared with sector means. The gaps in opportunity that many of our students may have faced throughout their education and may continue to face during their studies now - gaps in time available for study, in access to information, guidance and support, in opportunities to build needed knowledge and skills, or in cost pressures – lead on to the gaps in outcome outlined in this APP.

At the centre of this work to address these inequalities is our Strategic Plan. Our core education objective is to offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. To be successful, this aspiration must translate into practical interventions, which this plan outlines, and to clear targets. In addition to the very specific targets outlined here, our University-level KPIs include targets for the elimination of all access, continuation, completion and progression gaps in student outcomes. This document is our plan to eliminate these.

## **Professor DIBYESH ANAND, Deputy Vice-Chancellor (Global Engagement and Employability and Co-Chair of University's Equality, Diversity and Inclusion Committee on inclusion and Employability)**

We recognise the vital importance of employability in preparing our students for the world of work. We have a long-standing pioneering spirit as well as progressive values. These guide us as we ensure that all our students from diverse backgrounds and with different needs and aspirations benefit from employability-led learning and meaningful engagement with employers, businesses, industries, and organisations, within and beyond the UK. We understand the importance of making employability skills and training integral to education and do so through both embedded and extra-curricular progression interventions. Our approach equips our students with the best possible preparation for their careers.

Our Access and Participation Plan objectives are closely aligned with our University's Equality, Diversity, and Inclusion Strategy, demonstrating our commitment to creating an inclusive and supportive environment for all students. This alignment ensures that our employability interventions contribute to our overarching goal of reducing barriers to inequality and foster a diverse and thriving student community. This will be facilitated through Annual EDI Action Plan. We recognise the value of both general and targeted support. Our Careers and employability programmes, some of them award-winning in the sector, offer a range of options including career and group mentoring, experience of Westminster Working Cultures in the UK and overseas, fostering of enterprise through 'WeNetwork', and multi-intervention activity through our 'Westminster Employability Award'.

We recognise that we live in a world where identity matters; often shaping experiences and outcomes in educational and societal settings. Our EDI strategy and programmes acknowledge this. We want to make sure that the diverse and evolving assets (abilities, qualities), needs and challenges of different identity groups do not get ignored under a one-size fits all approach. We are expanding our bespoke empowerment programmes for at risk student groups as identified by the Westminster Risk Register.

We do not shy away from recognising significant challenges that remain in ensuring equity in outcomes. We are keen to learn from other institutions and from outside the sector; we are open-minded. What is steadfast is our commitment to getting better and fulfil our aim to provide employability and opportunities to all. Our values—progressive, compassionate, and responsible—guide us in ensuring that every student is prepared to make significant contributions to their communities and the wider world.

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# University of Westminster - “A Global University with London Energy”

## Access and participation plan 2025-26 to 2028-29

### Introduction and strategic aim

The University of Westminster is a modern post-92 university situated across four campuses in the heart of London (Regent, Cavendish, Marylebone and Harrow). We are organised into three colleges; College of Design, Creative and Digital Industries, College of Liberal Arts and Sciences and Westminster Business School - and 12 schools. Supporting students at risk of equality of opportunity is at the heart of our provision and reflected in our mission; *“to help students and colleagues from different backgrounds fulfil their potential and contribute to a more sustainable, equitable and healthier society”* (Being Westminster Strategy). We recognise through our assessment of performance that, for our students to have an equitable opportunity for progression, early intervention is necessary both pre- and post-entry. The greatest chance of equality of opportunity can be gained through receipt of a consistent high-quality education. Early academic performance can indicate a student’s likelihood of success and, thus, progression, including for ‘at risk’ student groups (Annex A).

In response, our Education Strategy 2023-2029 outlines our strategic aim to “deliver high-quality education in which the fundamentals of course design, teaching and assessment are consistently assured”. We are adopting both a whole provider approach; broadening eligibility for our interventions to our total cohorts (All cohort examples) and a targeted approach (Autism etc.), with eligibility based on the indicators of risk to equality of opportunity across the lifecycle. As of February 2024, out of 20,300 students, our UK-domiciled community consists of almost 11,900 undergraduate students and 1,900 postgraduate students. 88% of UK students study full-time and 82% are enrolled on full-time First-Degree Courses.

To meet the needs of our current and future students, employers, industry and our local community, in addition to ambitious Employability initiatives embedded in courses, we have a growing provision of degree apprenticeship routes and foundation pathways. 377 students were undertaking apprenticeships with the University in 2022/23, growing to 524 in 2023/24 (3.6% of students). Over the same period, the number of students entering a foundation year grew from 683 to 863 (19% of first-degree entrants).

Figure 1 Outlines the size and shape of our demographic in relation to the sector<sup>12</sup>

Demographic (FULL-TIME UG)	Sector	Westminster
IMD Q1-2	41.6%	57.9%
Free School Meal eligibility	18.3%	37.6%
Mature (21+)	24.3%	17.2%
Students with disability	17.8%	11.9%
Cognitive or learning difficulties	5.9%	3.6%
Mental health conditions	5.5%	4.1%

<sup>1</sup> Source: OfS Size and Shape of Provision data dashboard (proportion of all students in 2021/22 where the demographic classification is known and applicable). Care leaver/estranged statistics from SLC Estranged students & care leavers by HEP: AYs 2017/18 - 2022/23<sup>1</sup>

Multiple/other	3.2%	1.5%
Sensory, medical or physical	2.3%	2.1%
Social or communication	0.9%	0.5%
BTEC on entry	14.9%	24.7%
Local	24.0%	54.1%
Care Leaver	3,388	34 (1.0% of care leavers in HE (Higher Education) in England)
Estranged	9,795	109 (1.1% of estranged students in HE in Engl.)
BAME	33.9%	69.5%
Asian	15.7%	38.6%
Black	10.1%	15.8%
Mixed	5.4%	7.3%
Other	2.7%	7.7%
Bisexual, Gay or Lesbian	9.3%	6.1%

Westminster's Access and Participation Plan is a key enabler to meeting our [Equality, Diversity and Inclusion \(EDI\) Strategy](#) 2025. Our Strategy has an annual mid-term review for effectiveness. Our priorities are to “*champion and ensure equality, cherish, celebrate and enhance diversity, and nurture and promote inclusion*”. Further enablers that support delivery of equality of opportunity include strategy implementation, (internal and external) partnership, our organisation structure and fora, the education we provide, priority focus on employability/enterprise, both research and knowledge exchange activity, colleague training and the language of our communication. The EDI governance structure ensures Access and Participation is embedded across the institution.

## Intervention Matrix

The following sections introduce the University's “Risk to equality of opportunity” register, institutional objectives, intervention strategies, and associated evaluation plans. The intervention matrix (Figure 2) presents this information in tabulated form and can be used as a quick reference guide linking lifecycle stage, risk, objectives with the corresponding intervention strategy, intervention and evaluation.

Figure 2 Intervention Matrix

Lifecycle	Risk	Objective	Milestone (see Figure 3)	Intervention Strategy	Related Intervention	Evaluation
Access	A1	A1	BAME IMD Q1-2	<a href="#">Intervention Strategy 1</a>	Foundation Course Provision [Mode of Study] Pre-16 Attainment-Raising Activity [Summer School] Post-16 Activity (RIBA) x Experience Architecture [Subject Taster] Pre-16 Attainment-Raising Activity [Outreach Collaboration] Pre-16 and Post-16 Attainment-Raising Activity [Outreach Collaboration]	<a href="#">Evaluation: Strategy 1</a>
Continuation	C1	C1	Age 21-25 Age 31+	<a href="#">Intervention Strategy 2</a>	Peer Support Call Centre [Mentoring]	<a href="#">Evaluation: Intervention Strategy 2</a>
Continuation	C2	C2	Part-Time	<a href="#">Intervention Strategy 2</a>	Personal Tutoring and Student Engagement and Attendance Team [Mentoring AND Information, Advice and Guidance] Mental Health Specialist Mentoring Service [Mentoring] Westminster Transitions 2024-2026 [Workshops] Learner Analytics [Learner Analytics]	<a href="#">Evaluation: Intervention Strategy 2</a>
Continuation and Completion	CC1	CC1	Cont. BM vs O Comp. Q1-2	<a href="#">Intervention Strategy 3</a>	EDI School Leads and EDI School Champions [Curriculum] Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum] Peer Support Academic Representation & FANS [Curriculum]	<a href="#">Evaluation: Intervention Strategy 3</a>
Continuation and Completion	CC2	CC2	Cont. Q1-2 Comp. Q1-2	<a href="#">Intervention Strategy 3</a>	Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum]	<a href="#">Evaluation: Intervention Strategy 3</a>
				<a href="#">Intervention Strategy 2</a>	Learner Analytics [Learner Analytics] Westminster Transitions 2024-2026 [Workshops] WeThrive [Mentoring]	<a href="#">Evaluation: Intervention Strategy 2</a>

Continuation and Completion	CC3	CC3	Cont. Care Comp. Care	<a href="#">Intervention Strategy 2</a>	Care Leavers Bursary [Financial Assistance] Living Expense Support Scheme [Financial Assistance] Cost of Living Assistance Scheme [Financial Assistance] Mental Health Specialist Mentoring [Mentoring] Personal Tutoring and Student Engagement and Attendance Team [Mentoring AND Information, Advice and Guidance] Westminster Transitions 2024-2026 [Workshops] WeThrive [Mentoring]	<a href="#">Evaluation: Intervention Strategy 2</a>
Awarding Gap	AG1	AG1	Male IMD Q1-2	<a href="#">Intervention Strategy 3</a>	EDI School Leads and EDI School Champions Curriculum Design (Inclusive Course Design and Authentic Assessment) Peer Support Academic Representation & FANS	<a href="#">Evaluation: Intervention Strategy 3</a>
Awarding Gap	AG2	AG2	BAME/White	<a href="#">Intervention Strategy 3</a>	EDI School Leads and EDI School Champions [Curriculum] Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum] Peer Support Academic Representation & FANS [Curriculum]	<a href="#">Evaluation: Intervention Strategy 3</a>
Progression	P1	P1	Female	<a href="#">Intervention Strategy 4</a>	Work Based (and Placement) Learning (WBL) Project [Work Experience]	<a href="#">Evaluation: Intervention Strategy 4</a>
				<a href="#">Intervention Strategy 4</a>	Early Careers Support Programme [Multi-Intervention Activity]	<a href="#">Evaluation: Intervention Strategy 4</a>
Progression	P2	P2	Black/Asian Black/Asian Female	<a href="#">Intervention Strategy 4</a>	Future Ready Mentoring [Mentoring] Targeted Groups [Mentoring] Westminster Working Cultures [Multi-Intervention Activity] Westminster Employability Awards [Multi-Intervention Activity] Short-term study, work and volunteering abroad [Mode of Study AND Financial Assistance]	<a href="#">Evaluation: Intervention Strategy 4</a>
Progression	P3	P3	Soc/Comm Impairment	<a href="#">Intervention Strategy 4</a>	Targeted Mentoring [Mentoring]	<a href="#">Evaluation: Intervention Strategy 4</a>
Progression	P4	P4	IMD Q1-2	<a href="#">Intervention Strategy 4</a>	Future Ready Mentoring [Mentoring] Targeted Groups [Mentoring] Westminster Working Cultures [Multi-Intervention Activity] Westminster Employability Awards [Multi-Intervention Activity]	<a href="#">Evaluation: Intervention Strategy 4</a>

## Risks to equality of opportunity

Westminster has conducted an assessment of performance ([Annex A](#)) to understand the outcomes of our students and this section summarises what the plan will address. We have considered the national Equality of Opportunity Risk Register (EORR) in the production of the Westminster EORR.

### *Access (A)*

RISK A1: There are lower proportions of BAME and IMD Q1-2 students on some of our courses compared to our recruitment population. There are lower application rates by Black and Asian applicants compared to White and Q3-5 students in the Schools of Arts, Media, and Architecture. This may indicate inequalities in access to information and guidance, while the lower acceptance rate of Black applicants, regardless of prior attainment, suggests disparities in application success.

### *Continuation (C)*

RISK C1: There are continuation gaps between young and some mature entrant groups based on their age of entry with nuanced risk factors between different entrant group ages (21-25 and 31+). Evidence in the EORR suggests that capacity issues, cost pressures and mental health challenges may contribute to these gaps.

RISK C2: There is a continuation gap between part-time and full-time first-degree entrants. These are students who enrolled on a part-time basis. In 2020/21, there was a 6.4pp gap between part-time (76.0%) and full-time entrants (82.4%). Evidence from the EORR suggests that mental health challenges, cost pressures and capacity issues may all contribute to the gap for part-time entrants.

### *Continuation and Completion (CC)*

RISK CC1: Westminster's Black and mixed-ethnicity students continue into the second year and continue all the way to completion at rates that are consistently significantly below the average for the University as a whole; with continuation and completion rates especially low for male students in these ethnic groups. The risks associated with these inequalities may manifest as a lower likelihood that a student's previous educational experiences have afforded them sufficient preparation for the realities of pursuing a course of higher education (Annex A.). This is the case after accounting for student characteristics, entry qualifications and subject choice.

RISK CC2: There is a continuation and completion gap between IMD Q1-2 and Q3-5 students. Evidence in the EORR suggests this is a function of gaps in Knowledge and Skills, Information and Guidance and Limited choice of type and delivery mode.

RISK CC3: Care leavers are at risk of non-continuation and completion compared to their peers. Evidence in the EORR suggests the risk relates to differences in access to Knowledge and skills, information and guidance and limited choice of programme type and delivery mode (Annex A). The University is in the top quartile for HE providers in terms of annual recruitment of care leavers and estranged students, demonstrating Westminster's relative strengths in supporting these students to access HE.

#### *Awarding Gap (AG)*

RISK AG1: There is a degree awarding gap between IMD Q1-2 and IMD Q3-5 students. Analysis shows that there is an increased attainment risk for male students who are also in IMD Q1-2. Attrition experienced at Westminster comes as a consequence of poor academic performance and the effect of this can often be seen through to graduation (Annex A).

RISK AG2: There is a degree awarding gap between White student groups and students from Black, Asian and other Minority ethnic groups, with male students from Black, Asian and other Minority ethnic groups, at particular risk. The University awards fewer first class and good honours degrees to students from Black, Asian and other Minority ethnic groups, to students eligible for free school meals, and to those from the lowest IMD quintiles, with particularly low outcomes for male students from Black, Asian and other Minority ethnic groups and disadvantaged groups (Annex A). This is the case after controlling for their entry qualifications, study subject and other demographic factors.

#### *Progression (P)*

Risk P1: At Westminster, sex has been linked to a student's likelihood of progressing from Westminster into graduate level employment or further study. After accounting for differences in course, award and student characteristics, male graduates at Westminster are more than ten percentage points more likely to achieve a positive outcome than their female counterparts. Analysis shows that this difference is largely influenced by gaps for specific demographics and courses, including those from IMD Q1 and 2; those from BAME backgrounds; intersections thereof. Evidence in the EORR suggests this is a function of gaps in knowledge and skills; unequal access to information and guidance; insufficient academic and personal support.

Risk P2: There are gaps in our graduate employment rates. Analysis shows that these differences are largely influenced by gaps for specific demographics, including Black and Asian leavers; and female leavers; including intersections thereof. Whilst Westminster's Black and Asian graduates



are more likely than their White counterparts to progress into further academic study, they are also more likely to be unemployed 15 months after leaving. Those who do progress into employment, a larger share is typically employed at below graduate level. Evidence in the EORR suggests that this can be due to factors such as financial circumstances, access and time to undertake extracurricular or supra-curricular activities, and insufficient on-course information and guidance.

Risk P3: There are gaps in our progression rates between social or communication impaired leavers and other leavers. There is some evidence to suggest worse progression outcomes are being achieved by Westminster's graduates with this specific type of impairment and these graduates are also less likely to report that their post-graduation activity is meaningful. Evidence also suggests that impairments in social communication are necessary for DSM-V (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition) disorders such as Autism Spectrum Disorder, but social communication difficulties are often experienced by other groups. Other social and communication impairments may be linked to, for example, physical impairments, developmental disorders or because of a disorder affecting their brain NHS (2024).

Risk P4: There are gaps in our progression rates between leavers from IMD Q1-2 areas and IMD Q3-5. IMD Q1-2 graduates are also less likely to report that their post-graduation activity is meaningful. In addition, there do appear to be differences in the nature of the progression.

## Objectives

For some objectives, we have set targets that extend beyond the current plan period, with interim milestones outlined in [Figure 3](#). This approach is due to several factors: the ambitious and aspirational nature of the targets, the time needed for necessary organisational changes (such as commencement of new interventions and enhanced evaluation that moves from Type 1-narrative to Type 2-empirical).

### *Access (A)*

OBJECTIVE A1: The University of Westminster aims to increase the representation of Black, Asian and other Minority ethnic groups and IMD Q1-2 students in the Schools of Arts, Media, and Architecture relative to the student population. By 2029, we aim to reduce the gap between Black, Asian and other Minority ethnic groups and White students by 10%, with the goal of eliminating this gap entirely by 2034 (16.7%). We will eliminate the 7-percentage point gap between IMD Q1-2 and IMD Q3-5 students in the Schools of Arts and Media; acknowledging through our analysis that many of our students are from both Black, Asian and other Minority ethnic groups and IMD Q1-2. We will achieve this by continuing our scholarship provision for disadvantaged student groups, increasing our provision for non-traditional modes of study and developing new interventions that support recruitment representation in the above subject areas; summer schools, outreach collaboration and subject tasters.

### *Continuation (C)*

OBJECTIVE C1: University of Westminster will eliminate the continuation gaps between young and mature entrants between age bands focussing on closing the 7.9pp gap for entrants aged 21-25 and 4.2pp gap for students aged 31+. This will be achieved by active signposting to support for mature entrants as part of our new Peer Support Call Centre Service and through enhancement of Learner Analytics to assist colleagues in identifying and supporting entrants of different age bands.

OBJECTIVE C2: University of Westminster will eliminate the 6.4%pp gap between part-time and full-time entrants by developing new transitional support, enhanced learner analytics and ensuring adequate signposting to interventions which support mental health, cost and capacity pressures. Our new personal tutoring model embeds more information, advice and guidance on course to ensure effective support for students at risk due to capacity pressures.

#### *Continuation and Completion (CC)*

OBJECTIVE CC1: Westminster will eliminate the 6.9pp continuation gap between Black and Mixed students and other students (Asian, White, Other) and reduce the 10.4pp completion gap. We will do this by implementing and enhancing our curriculum provision; EDI School Leads and EDI Student Champions, Inclusive Course Design, increasing authentic assessments and through the development of the new Peer Support Academic Representation system.

OBJECTIVE CC2: Westminster will eliminate the 1.5pp continuation gap and completion gap 5.5pp between IMD Q1-2 and Q3-5 students. We will do this by implementing and enhancing our curriculum design to further adopt Inclusive Course Design. Increased colleague engagement in learner analytics through training opportunities combined with a new personal tutoring programme raises the visibility of at risk student groups.

OBJECTIVE CC3: Care leavers are at more risk of non-continuation and completion than their peers. Westminster will eliminate the 3.2pp continuation gap and reduce the 18.2pp completion gap by 10pp in this APP period. This will be achieved through targeted communication of the availability of the financial assistance for this student group which can be accessed across each year of study. This group will remain eligible to apply for the existing Living Expense Support Scheme and new Cost of Living Assistance Scheme. Our Mental Health Specialist Mentoring Service, new Personal Tutoring system and Transitions support will be tailored to support care-experienced and estranged backgrounds.

#### *Awarding Gap (AG)*

OBJECTIVE AG1: We will reduce our male IMD Q1-2 awarding gap by 10pp to 3.3pp. Our efforts to redress the inequalities of opportunity experienced by IMD Q1-2 students reflect the underlying nature of the challenges faced across the life cycle as outlined in the EORR. We will do this by enhancing our curriculum provision; EDI School Leads and EDI Student Champions, Inclusive Course Design, increasing authentic assessments and through the development of the new Peer Support Academic Representation system.

OBJECTIVE AG2: Westminster will reduce the awarding gap between Black, Asian and other Minority ethnic groups and White students by 10pp to 6.9pp by 2029 and eliminate by the remaining gap by 2033. We will do this by enhancing our curriculum provision; EDI School Leads and EDI Student Champions, Inclusive Course Design, increasing authentic assessments and through the development of the new Peer Support Academic Representation system.

#### *Progression (P)*

Objective P1: Westminster will eliminate the overall progression gap of 6.8pp between female and male leavers by 2028/29. We will achieve this through increasingly embedded employability interventions within the curriculum (Work Based and Placement Learning). Improved process evaluation will monitor participation by at risk student groups in self-selecting interventions. A new

Early Careers Support Programme will provide workshops and appointments earlier in the student life cycle.

Objective P2 Westminster will eliminate the overall graduate employment gap between Black and Asian leavers and other leavers of 6.2pp; and the specific gap between Black and Asian female leavers and other leavers of 7.8pp. We will achieve this through mentoring and employability information and guidance, work experience and extra-curricular programmes, alongside financial assistance schemes.

Objective P3: Westminster will reduce the 19.8pp gap by 10pp for progression between leavers with social or communication impairments and other leavers within the plan period. We will achieve this through development of our information, advice and guidance on positive progression outcomes, new targeted mentoring for this student group, expansion of existing provision and adapted student facing processes ensure to remove participation barriers for students with social or communication impairments; including simplified application processes for self-selecting interventions.

Objective P4: Westminster will eliminate the 8.5%pp gap in progression IMD Q1-2 and Q3-5 leavers through a multi-intervention approach. This will focus on graduate employability, postgraduate study knowledge and skills, information and guidance, addressing insufficient academic and personal support, aiming to alleviate some cost pressures and capacity issues and promoting progression for higher education.

*Figure 3 Overview of the milestones to achieve objectives*

OBJ	GAP	PLAN PERIOD	BASELINE	25-26	26-27	27-28	28-29	2033
A1	BAME	Reduce	16.7pp	14.2	11.7	9.2	6.7	6.7
	IMD Q1-2	Eliminate	7pp	5.25	3.5	1.75	0	0
C1	21-25	Eliminate	7.9pp	5.925	3.95	1.975	0	0
	31+	Eliminate	4.2pp	3.15	2.1	1.05	0	0
C2	PART TIME	Eliminate	6.4pp	4.8	3.2	1.6	0	0
CC1	CONT. BM vs O	Eliminate	6.9pp	5.175	3.45	1.725	0	0
	COMP. BM vs O	Reduce	10.4pp	7.9	5.4	2.9	0.4	0.4
CC2	CONT. Q1-2	Eliminate	1.5pp	1.125	0.75	0.375	0	0
	COMP. Q1-2	Reduce	5.5pp	4.125	2.75	1.375	0	0
CC3	CONT. CARE	Eliminate	3.2pp	2.4	1.6	0.8	0	0
	COMP. CARE	Reduce	18.2pp	15.7	13.2	10.7	8.2	8.2
AG1	MALE IMD Q1-2	Reduce	13.3pp	10.8	8.3	5.8	3.3	3.3
AG2	BAME/WHITE	Reduce	16.9pp	14.4	11.9	9.4	6.9	6.9
P1	FEMALE	Eliminate	6.8pp	5.1	3.4	1.7	0	0
P2	BLACK/ASIAN	Eliminate	6.2pp	4.65	3.1	1.55	0	0
	BLACK & ASIAN FEMALE	Eliminate	7.8pp	5.85	3.9	1.95	0	0
P3	SOC/COMM IMP.	Reduce	19.8pp	17.3	14.8	12.3	9.8	9.8
P4	IMD Q1-2	Eliminate	8.5pp	6.375	4.25	2.125	0	0

# Intervention strategies

Figure 4 Intervention strategy 1: Access to higher education

Activity	Inputs	Evidence Base and Rationale
<b>FINANCIAL ASSISTANCE</b> <b>Disability Access Scholarship [Existing]</b> The scholarship offers £2,500 per academic year to students with a documented disability, which can be used for either living expenses or tuition fees, regardless of other external funding.	£311000	According to data from the ONS [ONS, 2022], 24.9% of disabled people aged 21 to 64 years had a degree as their highest qualification; this is compared to 42.7% of non-disabled people. Numerous studies highlight the systematic disadvantages encountered by students with disabilities [Brewer, Urwin and Witham, 2023]. Additionally, we know that, in England as a whole, disabled students are at greater risk of discontinuing their studies compared to non-disabled students, have lower degree results and worse employment outcomes [TASO, What works to reduce equality gaps for disabled students, 2023]. Existing research on financial support suggests a small positive impact on attitudes and outcomes for students with disabilities; however, how such aid impacts specific segments of the student population is less well known [TASO, Financial support (pre-entry)]. As such, the evaluation from this intervention will contribute to the existing evidence base on the efficacy of pre-entry financial support.
<b>FINANCIAL ASSISTANCE Estranged Student's Bursary [New]</b> Students under 25 classified as independent due to estrangement by Student Finance England can apply for a university bursary of £1,000 per year.	£195000	Estranged students face several challenges in the context of higher education, these range from insecurities related to securing and keeping affordable accommodation, the risk of homelessness, as well as feelings of isolation from the wider institutional community. These factors can inhibit focus on academic studies, and negatively impact retention and student success [Bland, 2018; Costa et al., 2019; Spacey and Sanderson, 2021].
<b>MODE OF STUDY</b> <b>Apprenticeships [Existing]</b> A range of higher and degree apprenticeships (Level 4 to Level 7) support various sectors, including construction, real estate, planning, and healthcare, some leading to professionally accredited qualifications; each apprentice has a personalised learning plan and their work-based learning is recorded on our online apprenticeship platform.	£290000	When effectively targeted, such interventions can help under-achieving or underrepresented groups [McKnight et al., 2019; Nawaz et al., 2022]. Additionally, degree apprenticeships can improve the effectiveness of partnerships between stakeholders and provide a professional and highly-skilled workforce [Nawaz et al., 2022]. Furthermore, apprenticeships and traineeships have been shown to lead to positive graduate employment outcomes and career pathways for adults with disabilities [Cocks, Thoresen and Lee, 2015]. Using a local example, research conducted by Westminster's Centre for the Study of the Protection of the Built Environment (ProBE) illustrated the obstacles women face in the construction, wood, and forestry industry [ProBE, 2023]. Interventions such as apprenticeships may contribute towards more women entering and progressing in this industry.
<b>MODE OF STUDY</b> <b>Foundation Course Provision [Existing]</b> The Foundation year provides a route to higher education for non-traditional students from diverse social and educational backgrounds and it is attached to specific degree programmes. The Foundation courses recognise the specific needs of learners who are transitioning to Higher Education, usually with lower levels of educational attainment than learners at Level 4. Upon successful completion, students who have undertaken a foundation year as part of a named degree progress to Level 4 of the relevant degree course.	£470000	Foundation years have a good record on access and continuation rates at Westminster. Those on our foundation programmes as likely as our other graduates to complete with good degrees. Whilst, completion rates are generally under 50% at low-tariff institutions [HEPI, Cracks in our foundations, 2024], at Westminster, our outcomes for foundation programmes are around 10pp higher; and we remain committed to continuously improving outcomes for all our students. Other research indicates that well-structured foundation degrees can have a positive impact on student self-esteem, confidence, and as a facilitator of social mobility [Simm et al., 2011; Webber, 2024].
<b>WORKSHOPS</b> <b>Autism Welcome Event [Existing]</b> Available to all new students disclosing autism on their application, the Welcome Event has been running for the past four years, taking place online and on-campus prior to enrolment week, led by our Disability Advisors and specialist mentors, and aims to introduce students to university life, both academically and socially, through interactive sessions, a campus tour, and peer connections. During 2024-2025 we will look for opportunities to enhance this provision to provide early information, advice and guidance on employability (Objective P3).	£124500	In line with the Equality Act 2010, universities have a legal duty to remove the barriers students may face in education because of a disability. 'Reasonable Adjustments' help make sure students get the same access to education as anyone else. The National Autistic Society state that 'Starting college or university can be a particularly anxious time for autistic young adults.' DLS (Disability Learning Support) are aware that the transition into Higher Education can be challenging for autistic students and developed this event as a response.
<b>SUMMER SCHOOL</b> <b>Pre-16 Attainment-Raising Activity [New]</b> The Residential Summer School for 80 Year 11 BAME and female students offers three days of interactive sessions and workshops in creative and digital subjects, aiming to provide insight into HE subjects, build university confidence, and offer hands-on experience. Delivered by UKSRO staff and academic colleagues,	£97300	Pre-16 attainment-raising activities are designed to improve academic outcomes for students. Existing research has demonstrated that lower school grades can have a detrimental impact on participation in HE and on later life outcomes, including income and well-being [Crawford, 2014]. In 2022, TASO conducted a rapid evidence review on attainment-raising activities, drawing heavily on the work of Anthony [2019]. HE providers have carried out a range of aspiration-raising interventions, with attainment being one among



with one day led by global tech company Cognizant, which funded the program, focusing on careers in the tech sector.		many outcomes. These suggest positive outcomes for pupil attainment, though most evidence is type 1 and type 2 [TASO, 2022]. Activities aimed at developing soft/study skills are presently under-evaluated. As such, this area is ripe for further evaluation. Similarly, while Summer Schools have been reported as heightening confidence and aspiration, there is very little evidence on progression to HE [TASO, "Summer Schools"]. Locally, evidence of impact from survey data collected during a trial residential Summer School delivered in 2023 showed an increase in sense of belonging, confidence, likelihood to apply to HE from most respondents, most of whom were first-in-family, in receipt of FSMs or of BAME background. Thus, Westminster's intention is to contribute to building an evidence base.
<b>SUBJECT TASTER Post-16 Activity RIBA (Royal Institute of British Architects) x Experience Architecture [Existing]</b> Collaborative initiative by RIBA and UoW offering taster sessions and workshops for students from WP schools. In 2023/24, 4 sessions hosted 62 students from feeder schools. Programme starts at RIBA with career pathway insights in architecture, then shifts to UoW for a session led by a black architect on their career journey, campus tour, and hands-on Fabrication Lab workshop. Aimed at providing comprehensive academic and career insights, facility exposure, and confidence in university settings for WP students.	£85300	
<b>OUTREACH COLLABORATION Pre-16 Attainment-Raising Activity [New]</b> Collaboration with National Theatre + Regent Street Cinema Screenings. Recorded performances of English GCSE texts screened in cinema for Year 10 school groups. Students return the following year for aspiration-raising IAG activities. Existing WP schools (50, FSMs 30%+) with low English progress rates invited. Interactive learning workshops by UoW academics follow screenings in SoHo Poly space on campus. Collaboration with NT follows a trial with RSC, supported by Trusts and Charities funding via UoW's Dev & Fundraising team.	£94800	The OfS asks providers to consider collaboration and partnership as part of the activities listed in their APP. HEAT is one service that many HE providers have subscribed to. The service allows users to log all their outreach activity on a single platform, enabling sector-wide evaluation of interventions across multiple years. Evaluation for the Uni Connect partnership has revealed that students who participated in intensive outreach consisting of at least eight contact hours are more likely to enter HE than a closely matched group who took part in less than three hours [Anthony, 2024]. A study by CFE Research found that a multi-intervention approach conducted as part of the Uni Connect offer can have a positive effect on learner outcomes [CFE Research, 2023]. Having recently subscribed to HEAT, Westminster will now contribute to and benefit from this collaborative research and evaluation.
<b>OUTREACH COLLABORATION Pre-16 and Post 16 Attainment-Raising Activity [New]</b> Collaborative initiative between UKSRO team and UoW academic schools focuses on delivering academic and soft skills activities in targeted primary and early secondary WP schools. It builds on QHT funded projects with an outreach component, integrating UoW research. Content includes IAG, confidence-building, and fostering a sense of belonging, along with subject-specific academic skills and guidance on future course choices, particularly in art, media, architecture, and finance.	£100000	

Figure 5 Intervention strategy 2: Continuation in the study of higher education qualifications

Activity	Inputs	Evidence Base and Rationale
<b>MENTORING Peer Support Call Centre Service [New]</b> The Call Centre, part of the Peer Support project, aims to enhance student belonging and retention by gathering feedback on their Westminster experience. Managed by the Students' Union, it funds a Project Coordinator to oversee student staff recruitment, training, and support. Each Westminster student receives a call to discuss their experience and is directed to relevant UoW or SU services, including Community, Academic support, Mental health & wellbeing, Employability, and Extracurricular activities, addressing current or future needs.	£141800	The prevalence of mental challenges among students has risen from 6% (2016/17) to approximately 16% (2023), with mental health being the predominant reason for contemplating discontinuation of studies [TASO, Student mental health in 2023, 2023]. Additionally, an OfS briefing looking at the likelihood of students reporting mental health conditions, based on a range of student characteristics, highlighted that certain student groups are more likely to report an issue than others [OfS, Meeting the mental health needs of students]. This highlights the importance of proactively engaging students to identify those at-risk as early as possible. In the context of UoW, we know that a lack of belonging can be a driver of student (dis)engagement, and that a complex array of factors can contribute towards feelings of unbelonging [Rawlinson, 2023a; Rawlinson, 2023b; Yetkili, Husbands and Linceviciute, 2022]. Additionally, there is a desire for a greater understanding of student wellbeing issues [Qsho, 2023b].
<b>FINANCIAL ASSISTANCE Care Leavers Bursary [Existing]</b> UK home fee-paying students can apply for a £750 per year Care Leavers' Bursary, provided they submit evidence of their care leaver status from their Local Authority.	£132000	Care-experienced students tend to experience disruption to their education as well as lower educational outcomes, on average, than other young people; additionally, they are less likely to enter higher education [Harrison, 2020]. Furthermore, research has indicated that care-experienced students are at greater risk of suffering from poor mental health [TASO, What works to tackle mental health inequalities in higher education, 2022]. Care-leavers are also more likely to be significantly affected by the cost-of-living crisis than many of their peers [SAES, 2023]. There is also emerging evidence that financial aid is crucial in supporting care-leavers once they enter HE and may contribute towards greater retention [Wilson et al., 2019]. In offering the Care Leavers Bursary we are endeavouring to level the playing field.
<b>FINANCIAL ASSISTANCE Living Expense Support Scheme [Existing]</b> LESS offers additional financial support to students to assist with various maintenance expenses incurred during the academic year, including rent, travel, childcare, and day-to-day living costs. The scheme does not cover tuition fees. The amount of the award, ranging from £100 to £3,000, is determined by the University based on the level of financial need	£500000	The Cost-of-Living crisis has impacted a majority (76%) of students and their studies either "a little" or "a lot" [SAES, 2023]. Evidence on the efficacy of financial support indicates its positive impact, particularly in relation to retention and completion rather than attainment. Additionally, the Living Expense Support Scheme is allocated according to level of financial need, with the existing evidence-base suggesting that this is a more impactful means of allocating such resources, rather than on merit [TASO, Financial support (post-entry)].

demonstrated by the student. Eligibility is limited to students who qualify for Student Finance support from relevant UK agencies such as SFE, SFW, SFNI, and SAAS.		
<b>FINANCIAL ASSISTANCE Cost of Living Assistance Scheme [New]</b> A £300 non-repayable grant will be awarded to fully enrolled UK and international undergraduate and postgraduate taught and research students experiencing difficulty covering day-to-day expenses and accommodation costs.	£365000	The most recent edition of the Student Academic Experience Survey indicated that 76% of students felt that the cost-of-living crisis affected their studies in some way (i.e., "a little" or "a lot") [SAES, 2023]. MillionPlus' <i>Learning with the lights off</i> report noted that where education providers can assist students struggling with the cost of living is in signposting them to available financial and mental health support [MillionPlus, 2022]. The Cost-of-Living scheme provides support that can be signposted to and represents a proactive endeavour on the university's part to assist students in financial need.
<b>MENTORING and INFORMATION, ADVICE AND GUIDANCE</b> <b>Personal Tutoring and Student Engagement and Attendance Team</b> As part of the Personal Tutor role; tutors are expected to use a learner analytics dashboard to monitor student engagement with their studies. Our team of 692 Personal Tutors identify at risk students who have flagged as having 10 consecutive days of non-attendance. Tutors then contact these students, reaching out twice if no response is received initially. If there is no improvement in attendance Personal tutors should refer the students to the Student Engagement and Attendance Team. The Student Engagement and Attendance Team, renamed from Retention Team, support both an informal and formal process to support student continuation. Additionally, to initiating interventions following referral from Personal Tutors the team proactively contact all new students at levels 3 and 4 with low attendance after the first week of teaching, with a general check-in, providing signposting and instructions. In week 4, attendance is reviewed again. If still low, the first stage of an intervention process begins, which is an additional check in. Priority is given to contacting new students at levels 3 and 4. Depending on the student's response and needs, support is provided, which could include academic and/or pastoral assistance via their Personal Tutor, referral to mental health provision or other support services, bursaries or other necessary help. Attendance is reviewed after 2 weeks and if there is improvement in attendance the intervention stops, and responsibility returns to the Personal Tutor to continue to monitor attendance as usual.	£184000	Learner analytics are an important tool that HE institutions use to monitor student performance and identify students at-risk of disengagement and/or withdrawal [TASO, Learner analytics (post-entry)]. Additionally, the power of mentoring regarding both attainment and retention has been well-documented [TASO, Mentoring, counselling, coaching and role models (post-entry)]. Our own institutional research has highlighted the various drivers of student (dis)engagement and the importance of early detection, contributing to our overall understanding of why students disengage and the techniques we can call upon to tackle it [Rawlinson and Alexander, 2023].
<b>MENTORING</b> <b>Mental Health Specialist Mentoring Service [Existing]</b> The specialist mentoring service provides individualised 1-1 support for students with mental health and/or autism, offering 20 sessions per academic year.  UWSU and Student Support teams collaborated successfully to secure £65k project funding from CNWL NHS Foundation Trust. Starting in February 2024, the 18-month project involves seconding an NHS mental health practitioner to support University Mental Health Support team in casework, transitions, and outreach for students with mental health needs.	£803000	The incidence of mental health challenges among students has risen from 6% in 2016/17 to 16% in 2023. The link between mental ill health and discontinuation of studies is also borne out by the evidence, with mental health surpassing other explanations by approximately 25 percentage points [TASO, Student mental health in 2023, 2023]. While students experience higher levels of psychological distress than the general population, this is not equally distributed throughout the student population, with students from households of low socio-economic status, BAME backgrounds, mature, LGBTQ+, and student care-leavers being at greater risk [TASO, What works to tackle mental health inequalities in higher education, 2022]. Despite a demand for increasing high-intensity support, concerns remain over waiting times and the impact this may have on student mental health [Broglia, Millings and Markham, 2018]. Institutional research highlighted a need for an improved understanding amongst staff of student wellbeing issues, as well as clarity about referral and disclosure procedures [Osho, 2023b]. Furthermore, the necessity of mental health and wellbeing support has been a thread in several pieces of recent internal projects [Rawlinson, 2023a and 2023b]. The detrimental impact of poor mental health may be offset by having effective ameliorative measures in place, such as a well-resourced counselling service [O'Keefe, 2013].
<b>WORKSHOPS</b> <b>Westminster Transitions 2024-2026 (Replacing existing Being Ready) [New]</b> Being Ready brought professional and academic colleagues together with returning students to support the development of confidence and sense of belonging in new students on courses which traditionally had low continuation rates (Below 80%).  The programme rolled out a diverse pre-enrolment programme of both on campus and online workshops that targets specific courses where drop-out rates have historically been high. The Project enabled a strong start to university life and contributed to improved continuation rates and better engagement and higher sense of belonging among new students. 10X Workshops per month for multiple months in academic year. Cohort size typically 400-600 students.	£250,000 for two years only	External research suggests the importance of supporting students in the transition to higher education, particularly the significance of pre-entry and first-year engagement [Armstrong, 2015]. Our data, relating to new starters in the 2022-2023 academic year, reveal distinct patterns based on participation in the pre-enrolment programme. For those who did not partake in the programme, 81.9% continued, while 18.1% withdrew. Conversely, among programme participants, 93.3% continued, while only 6.7% withdrew. Testimonials also point to the programme's social and academic efficacy. For example, one participant spoke about 'getting to know other students before class', and how the sessions were 'very insightful' with 'plenty of information', including on 'tips about living in London.'
<b>MENTORING – WeThrive [NEW]</b> WeThrive is Westminster's approach to personal tutoring and personalised learning. It aims to ensure that every student has someone who knows and cares about them. As a result of this	N/a	WeThrive takes on learning from research conducted at the Westminster, which stressed that students want a Personal Tutor who is open-minded, willing to listen and knowledgeable of the support services available, and for support to reflect the changes in their development over the course of the student lifecycle [Bryant, 2021a].

commitment, the intervention strives to improve student continuation and enhance employability. The WeThrive personal tutoring model includes tutorial sessions, personalised plans, and peer support conversations. Additionally, learner analytics are leveraged to allow for further insight into student experience and the steps needed to improve student success. In 2023-24, all students will have four Personal Tutor meetings across the academic year. Student Success Action Plans will be tailored and operationalised via learner analytics.		Additionally, institutional research carried out more recently exploring staff perceptions of the drivers of student (dis)engagement highlighted the importance of the supportive and assistive role played by Personal Tutors, with effective tutoring acting as a driver of student engagement and continuation [Rawlinson, 2023b].
<b>LEARNER ANALYTICS [Existing and New]</b> Westminster hosts a Learner Analytics Dashboard which aims to aid tutors to identify students experiencing low engagement [Rawlinson and Alexander, 2023]. It collates quantitative student data, such as grades, attendance and demographics. It is used to develop an infrastructure to understand learners' course engagement and grades, alongside those at risk of withdrawal. The planned enhancement of learner analytics provision aims to consolidate leading data indicators and streamline the multitude of systems for both staff and students. These improvements will be tailored to meet the needs of both groups. Currently, students lack the same visibility into their analytics data as staff members. To address this, a new learner analytics platform will be procured. This platform will not only empower students to access their data but also enable them, and their tutors, to raise concerns and connect with relevant student support services—all within a unified system. Additionally, the platform will leverage predictive analytics to identify potential risks of academic failure based on key indicators, some of which currently remain hidden from tutors. Ultimately, this intervention centres on empowering students to actively engage with their real-time data, navigate their learning journey, and exercise greater agency in decision-making. Simultaneously, it will enable tutors to access and interpret essential student data more effectively and promptly.	Pilot resource amount to be confirmed in 2024-2025.	Findings on the impact of learner analytics in improving student outcomes are mixed. Some causal evidence suggests that using learner analytics may be more efficient than demographic data in enabling early identification of students at risk of negative outcomes [Cambruzzi et al. 2015; Jayaprakash et al. 2014]. Furthermore, learner analysis has been utilised to address ethnicity degree award gaps; providing the opportunity for greater institutional knowledge of the gaps; providing student development opportunities; and embedding culture change [TASO, Learning analytics (post-entry)]. Overall, effectiveness of learning analytics is highly dependent on context and design. Recommendations for learner analytics at Westminster, include further utilising the platform to promote positive outcomes for all learners, not just those experiencing difficulties; as well as conducting causal evaluation, theory of change development and collating learner analytics to address our continuation and degree awarding gaps.

Figure 6 Intervention strategy 3: Completion of the study of higher education qualifications and Attainment: achievement and the awards made to higher education students at the end of their studies

Activity	Inputs	Evidence Base and Rationale
<b>CURRICULUM</b> <b>EDI School Leads and EDI School Champions [Existing]</b> EDI Academic Faculty Leads and EDI Student Champions are appointed within each School to collaborate with School leadership teams on several initiatives. These include using Learning Analytics to monitor retention, completion, and awarding gaps. They also oversee student-staff partnership frameworks such as Students as Co-Creator projects and implement professional development programmes focused on EDI issues. Schools set KPIs as part of the University's annual Professional Development process and through other management strategies. Additionally, they organise pre-enrolment and outreach activities aimed at demystifying university life, including outreach visits to secondary schools and sixth form colleges, campus taster sessions for sixth formers, and localised versions of decolonising toolkits.	£30000	The impact of staff EDI Leads and student EDI champions at education providers has highlighted their role in fostering more inclusive and equitable environments. Cantafio's study [2024] derived data from interviews with BAME students and staff and demonstrated how universities can leverage insight and directly involve students in shaping policies and practices. The perceived value of such roles has inspired many UK HE providers to recruit student EDI champions. For example, Ojha <i>et al.</i> [2023] described the creation of a module to empower students to be EDI champions at Imperial College London. In terms of the practical impact of these and similar roles, Suárez, Anderson and Young [2018] underscored the role played by campus diversity offices in incorporating inclusion and equity throughout campus policies, functions and culture. Additionally, Green [2018] shares experiences of being a Chief Diversity Officer, and the difference such work can make for student, faculty, and professional services. Collectively, these studies highlight the real and potential impact of EDI champions in creating a more equal, diverse and inclusive environment.
<b>CURRICULUM</b> <b>Curriculum Design (Inclusive Course Design and Authentic Assessment) [Existing]</b> Our Education Strategy (2023-2029) commits us to delivering a learning experience that is inclusive, accessible, and intellectually rigorous. Our students bring diverse talents, often overcoming significant challenges to join us. Our commitment is to provide an authentic, transformative, and personalised learning experience. This approach embraces students' strengths and acknowledges potential challenges, focusing on equality of opportunity within our curricula, courses, and support systems. We emphasise University-led curriculum development, diverse assessment methods, and robust academic and pastoral support. Training is included in all validations and 5 year cycle events for updating the curriculum.	£215000	Westminster's Education Strategy (2023-2029) stresses the university's commitment to inclusive, accessible, and challenging learning, while simultaneously acknowledging that our students come from diverse and sometimes challenging backgrounds. However, it is equally important to challenge deficit mindsets. As such, Westminster's priorities in this space include authenticity, fostering engagement through active learning methods, and ensuring inclusivity through assessment. Student experience at Westminster should be transformative, empowering students and demystifying academic norms through initiatives such as decolonising the curriculum, and embedding how students can acquire social, cultural and educational capital. Nurturing a sense of belonging through personalisation is another focus. The need for this has been reinforced by local studies. For example, one project on the drivers of student (dis)engagement highlighted considering and embedding equality, diversity, and inclusion in all teaching and learning practices as a deterrent against the risk of non-continuation. Particularly, it was noted how experimenting with more

At the School level, these priorities are reflected in initiatives such as University-led curriculum development and review workshops that focus specifically on inclusive course design and designing authentic assessments. As part of the Curriculum Design process, during validation and revalidation workshops course teams are guided on various aspects of inclusive course design and how to incorporate an EDI statement in the course Programme specification.		authentic assessment might contribute towards retention [Rawlinson, 2023b]. One piece of institutional research identified the importance that students placed on empathy in teaching and learning practices [de Silva et al., 2021]. The positive and inclusive impact that embedding EDI into course content and design can have has also been reported through other pieces of local research [Osho, 2023a], as well as its role in contributing towards efforts to reduce awarding gaps [Osho, 2021].
<b>CURRICULUM</b> <b>Peer Support Academic Representation &amp; FANS [New]</b> The Peer Support Project changes our Academic Representation system and FANS programme. It funds three College Coordinators to oversee the Academic Rep system in each College and appoints a Volunteer Projects Coordinator to manage and train FANS for new students. These roles, based in the Students' Union, collaborate closely with university departments and academic colleagues. The project aims to enhance student voice across forums like the Student Voice Forum, Academic Rep Forum, and Unitu. College Coordinators foster School Communities focused on achieving shared goals beneficial to their community, building relationships with Academic Reps, academics, and University services to expedite solutions. Students will receive timely responses and action updates, fostering trust and accountability. Students can raise issues through their respective FAN, Course Rep, School Rep, Unitu, or College Coordinator, enhancing their ability to navigate and utilise appropriate channels. The Shared Endeavour initiative unites students within Schools to achieve community-focused goals, promoting teamwork and a sense of belonging. Additionally, all Course Reps will choose a Specialism to enhance their skills and employability as Course Evaluators.	£293000	Peer mentoring can have significant and positive effects on various aspects of student experience, including the areas of success and grades [Chester et al., 2013]. Furthermore, research indicates that peer mentored individuals show higher levels of integration to university, with four times as many non-peer mentored students seriously considering leaving university compared to peer mentored students [Collings, Swanson and Watkins, 2014]. Evidence also suggests that peer mentoring may have a positive impact on grades [Rodger and Tremblay, 2003]. More locally, the suite of peer support related initiatives helps to address a gap in early student lifecycle provision and support the creation of a strong sense of belonging, which the literature illustrates may contribute towards greater retention [O'Keefe, 2013], and which has been identified as important for the majority of students [Incevicute et al., 2021]. As such, this intervention contributes towards efforts to reduce non-continuation rates.

Figure 7 Intervention strategy 4: Progression into the labour market, further study, and other destinations after leaving higher education

Activity	Inputs	Evidence Base and Rationale
<b>MENTORING</b> <b>Future Ready Mentoring - Career Mentoring [Existing]</b> The University partners with a network of nearly 2,000 volunteer mentors through the Future Ready Mentoring programme, established in 2010. These mentors, including alumni, former mentees, donors, scholarship providers, and employer connections like the Chancellors Circle, offer first-hand experience and support to students navigating academic challenges and future career aspirations. Students apply to be matched with industry mentors for either a 3-month or 6-month mentoring relationship, tailored to undergraduate, postgraduate, and recent alumni (excluding Foundation year and Level 4 students). This programme supports 750 mentees annually across two 6-month cycles. <b>Future Ready Mentoring - Ask a Mentor – Short-term [Existing]</b> Students apply for one-off industry mentorship conversations, launched in 2017/18, aimed at all undergraduate and postgraduate students, including those in Foundation year and Level 4, as well as alumni within three years of graduation. <b>Future Ready Mentoring - Group Mentoring [New]</b> Established in 2021-2022, students participate in three group mentoring sessions integrated into 12-week modules. Industry mentors engage directly in live classroom environments, mentoring up to eight students simultaneously. Targeted at 13 courses identified for additional support in transitioning to highly skilled employment based on Graduate Outcomes data, the initiative reaches up to 1,250 students annually across 13 modules spanning seven Schools in 2023/2024. Collaborating with module leaders, the Future Ready Mentoring team designs sessions to align with module content and learning goals, providing training to mentors, students, and academic staff. Group mentoring enhances the curriculum by [1] embedding mentoring directly into coursework, [2] fostering a supportive classroom setting for mentorship interactions, and [3] integrating industry insights with module theory. Additionally, ad-hoc group mentoring sessions are offered based on student demand for specific industry insights outside regular teaching hours.	£350,000	Overall, mentoring shows a small positive impact on student aspirations and attitudes, as well as behaviour and outcomes. There is also some evidence from the UK that indicates an association between mentoring and better outcomes in terms of attainment and retention [TASO, Mentoring, counselling, coaching and role models (post-entry)]. Career mentoring can improve student success and progression by providing personalised guidance, support and role models for students, especially those from underrepresented groups (lifted from previous APP submission). Martin, Rees and Edwards [2011], who researched the relationship between mentoring and employability competences, found that mentoring nurtures employability skills development in students, as well as their ability to apply these skills. Additionally, other researchers have found positive effects of mentoring on developing soft skills [Roy and Brown, 2016], intercultural competence [Jones, Campbell and Acheson, 2019], career management skills [Bonner, Wong and Pedwell, 2018], research competency [Davis and Jones, 2017], and career decision self-efficacy [Ayoozbadeh, 2019].



<p><b>MENTORING</b>  <b>Targeted Groups [New]</b>  The introduction of four new targeted mentoring programmes for 'at risk' student groups. Each mentoring strand has 15 places.  - Black History Year Create: a career empowerment programme for Black, level 6 students.  - EDI Future Leaders Programme: A leadership programme for students within two schools.  - Empowering Asian Women: a bespoke new career development programme run by WOW for level 5 students from British Bangladeshi or Pakistani backgrounds.  - LGBTQ+ Empowering Futures Project: a bespoke programme run by Q+ Network for professional development of LGBTQ+ students from all levels.  - Inclusive Career Development Programme for students with disability (run by Colleague Disability Network) for students from all levels.</p>		<p>Students from under-represented backgrounds may face challenges such as the imposter phenomenon and lack of sense of belonging [Osho, 2021; Osho, 2023a]. Additionally, many HE institutions are trying to tackle stubborn ethnicity awarding gaps [Raman and Raphael, 2023]. Targeted mentoring has the potential to significantly improve academic, social, and career outcomes for students from under-represented backgrounds [Markle et al., 2022]. In one South American study, students who participated in a peer mentoring programme received better grade averages and had better retention rates than those who did not [Venegas-Muggli, Barrientos and Alvarez, 2023]. The positive impact of mentoring programmes is further supported by a study involving women and minority faculty and students [Kosoko-Lasaki, Sonnino and Voytko, 2006]. Recent internal research has reinforced these broader findings, qualitative and quantitative analysis indicating the positive impact of mentoring on student confidence (i.e., in relation to communicating in an interview setting) and awareness (i.e., of employability skills), as well as knowledge/skills gain [Abley and Rawlinson, 2024].</p>
<p><b>WORK EXPERIENCE</b>  <b>Talent Bank [New]</b>  Talent Bank offers students the opportunity to gain work experience via for part-time work within the university. Through workshops and interviewer feedback, students can better understand the recruitment process, improve their CVs.</p> <p><b>Employ Autism [Existing]</b>  A non-embedded internship programme delivered in collaboration with Ambitious About Autism and catering to autistic students and recent graduates across all academic levels and schools. In the 2023-2024 academic year, 15 places are available for an eight-week full-time paid internship or its part-time equivalent.</p> <p><b>Inclusive Futures: Insights [Existing]</b>  A non-embedded professional experience programme for 40 students at levels 4 and 5 across all schools. It is open to students who are under-represented in higher education and/or the graduate labour market, through self-declaration.</p> <p><b>Volunteering [Existing]</b>  Offers opportunities for students to volunteer with third sector organisations.</p> <p><b>Explore Teaching [Existing]</b>  Provides opportunities for students to gain 15 days' experience in a classroom.</p>	<p>£244,000  £150,000 (Work with Us fund)</p>	<p>For many students, part-time work can act as a useful avenue via which they can develop graduate attributes and enhance employability [Muldoon, 2009]. At Westminster, the Talent Bank provides the perfect means through which students can understand and experience the stages of the recruitment process. QHT funding (£300,000 since 2021) has enabled the university to create additional job opportunities within the university, giving students additional work experience opportunities, as well as the confidence to secure graduate employment at the conclusion of their studies. Since 2021, 120+ paid part-time roles have been created with 150+ students taking up roles across the university.</p> <p>Employability-related activities are attractive to students owing to their value in boosting networks, providing opportunities to learn about future careers, and enhance profile attractiveness to employers [Jackson and Tomlinson, 2021]. However, we know that the playing field is not equal. For example, around half of disabled people aged 16-64 (53.5%) in the UK were in employment compared to 81.6% for non-disabled people. However, people with autism had, apart from people with severe or specific learning difficulties (26.2%), the lowest rate of employment at 29% [ONS, 2022]. <i>Employ Autism</i> contributes towards tackling these inequalities and has been praised student participants who would 'highly recommend' the programme as it 'offers opportunities for individuals to gain professional experience, as well as boost their confidence.' The <i>Being Westminster 2022-2029</i> lists inclusion as one of the university's key priorities. <i>Inclusive Futures</i> reinforces this commitment. The programme is open to students who are from the first-generation in their family to go to higher education; first-generation English speakers; those whose family home is a housing association or council property; student carers, care leavers or estranged; BAME students; students with registered with Disability Learning Support; students who identify as LGBT+; mature students (21 or over); and those who were eligible for Free School Meals in the last six years. Additionally, the provision of <i>Volunteering</i> can enable students to develop transferable skills, making them a viable alternative to work placements [Evans and Yusof, 2022], as well as enhance employability and course satisfaction [Barton and Bates, 2019].</p>
<p><b>WORK EXPERIENCE</b>  <b>Work Based (and Placement) Learning (WBL) Project [Existing]</b>  WBL integrates employability activities throughout the undergraduate curriculum at levels 4 and 5, better preparing students for the competitive job market. It requires all participants to complete 35 hours of employability activity, with the option of a year-long placement or study abroad. By 2024-2025 every School will have an embedded Work-based Learning Projects.</p>	<p>£592000</p>	<p>There is a substantial body of literature emphasising the benefits of work-based learning and placements in terms of self-efficacy [Edwards, 2014], generation of new knowledge in the workplace [Costley and Abukari, 2010], as well as financial remuneration [Smith et al., 2018] and graduate outcomes generally [Brennan et al, 2002]. Furthermore, a TASO review found several studies showing a strong association of work experience with better graduate outcomes [TASO, Work experience (post-HE)]. Several project activities are targeted at our APP cohorts. These include the Entrepreneurs in Action internship aimed at Black students; the "Make It, Don't Fake It" Podcast series for disabled students and other under-represented groups; and the Next Gen Talent Experience aimed at 30 students from lower socio-economic backgrounds. Local testimonials highlight the value placements bring to student experience and employability. For example, one participant commented that, 'I have been asked to come back and work for them once I finish my graduation and I feel that is the biggest</p>

		feedback I could receive.' Others have spoken about the opportunity being a 'life-changing experience' and the range of skills they developed as a result.
<b>MULTI-INTERVENTION ACTIVITY</b> <b>Early Careers Support Programme [New]</b> This programme aims to support Westminster graduates (from previous three years), final year undergraduates and taught postgraduates to achieve highly skilled employment or further study. Graduates have access to bespoke workshops, tailored one-to-one appointments, resources, as well as other programmes provided by external partners (i.e., We Speak).	£188000	The programme has been designed to closely align with the needs of recent graduates. It is informed by Graduate Outcomes data that has been used to identify specific themes related to employment, as well as a WhatsApp survey to 900 2023 graduates, which have supported the development of workshop themes. Feedback from participants illustrates the positive impact of the Early Careers Support Project. For example, a direct link has been made between their experience on the project and their entry into a role in their target industry [SAS, 2023]. The We Speak programme that forms part of the package available to students reported that, for the Autumn 2023 intake, the 24 Westminster students who took part increased their speaking confidence by 40% on average over the course of four weeks. Additionally, 100% of participants were drawn from underrepresented backgrounds [We Speak, 2023].
<b>MULTI-INTERVENTION ACTIVITY</b> <b>Westminster Working Cultures International [Existing]</b> Westminster Working Cultures (WWC) International is a short-term mobility programme where students are introduced to alumni and the working culture of another country. Established in 2017. During the week-long programmes, students meet with 1-2 alumni speakers from different industries a day and are encouraged to engage with the speakers by asking questions and participating in discussions. In addition to practical knowledge, students develop their confidence and soft skills in areas such as networking and time-management, while applying their subject knowledge in different employment and cultural contexts. Students can apply to 9 different WWC International programmes each academic year. Students take part in the WWC International programme as a group (20 students per trip), providing participants with the chance to get to know students from outside their course or year group, over the week-long programme. 150 volunteers support WWC UK every academic year.	£430000	WWC International was piloted in 2017 in to provide students with a short-term international mobility experience. This coincided with the publication of a report prepared by the British Council [British Council, 2017]. The report surveyed UK domiciled students about their overseas study aspirations and highlighted that the advantages of the study abroad experience are numerous and diverse, ranging from individual outcomes in cross-cultural competencies and career prospects. Survey findings specifically addressed what would motivate students to participate in a study-abroad activity: funding provision, evidence the experience would improve career prospects, foreign language training and definite opportunities to make friends. Based on this as part of WWC International flights, accommodation and most meals on the WWC International programme are fully funded, with students contributing a £100 payment to secure their place on a programme. To support students with making friends, students for each WWC International Programme are drawn from across different subject areas and year groups.
<b>MULTI-INTERVENTION ACTIVITY</b> <b>Westminster Working Cultures UK Intervention [Existing]</b> Westminster Working Cultures (WWC) UK connects students with local businesses and alumni to enhance employability and introduce them to city working cultures across the UK. Programs include daily interactions with industry speakers, fostering practical knowledge, confidence, and soft skills like networking and time management. Students can apply to three programs annually (September, April, June), each comprising campus days, industry visits in London, a virtual day, and a city trip outside London (to cities like Leeds, Liverpool, Manchester, Belfast). Groups, ranging from 20-70 students, promote cross-course and cross-year connections, targeting UG students, particularly from disadvantaged or underrepresented backgrounds. Established in September 2020, WWC UK offers programs supported by 50 volunteers annually.	£155000	Following the success of WWC International, WWC UK was introduced to offer students the chance to benefit from the WWC employability experience, without needing to travel abroad. This was in recognition of the fact that not all students want to study abroad, for any length of time. According to research conducted by the British Council, two of the main reasons for students not wanting to study abroad includes: "Students lack confidence in their foreign language skills and are apprehensive about fitting into a different culture. They also perceive visa and health care issues as potential barriers to studying abroad." And "Students find it difficult to leave their family and friends in the UK, and fear being isolated or homesick abroad" [British Council, 2017]. Students on the WWC UK programme do not pay any financial contribution to participate. Internal research identifies that students highlighted that gaining knowledge and experience were key motivators in driving their participation [Bryant, 2021b].
<b>MULTI-INTERVENTION ACTIVITY</b> <b>Westminster Employability Award [Existing]</b> The Westminster Employability Award (WEA) supports students at levels 4, 5, 6, and 7 in their career and personal development by equipping them with skills valued by employers. Participants earn points by participating in activities offered in collaboration with various university programs, departments, and initiatives. The WEA comprises four award pathways: Bronze, Silver, Gold, and Platinum.	£266000	WEA offers multi-faceted approach to progression into the labour market. It can be challenging for students to determine which employability activities to engage in. Using the four-stage SODT careers model [Law and Watts, 2003], students are supported through the WEA Pathways. The popularity of the programme is evidenced by the exponential increased in registrations and completions. The number of registrations rose from 2,594 (21/22) to 4,642 (22/23), while completions rose from 1,380 (21/22) to 2,356 (22/23).
<b>MODE OF STUDY &amp; FINANCIAL ASSISTANCE (Short-term study, work and volunteering abroad) [EXISTING]</b>	£89500	Multiple reports from Universities UK International have established the positive impact of international experience on academic and graduate outcomes [UUKi, 2018 and 2021]. UUKi has also found that outward mobility gives students life-changing experiences in the areas of personal, soft-skills,

<p>Initiative consists of a range of fully funded and bursary funded (i.e., Global Experience Bursary [Financial Assistance]) opportunities to gain international experience through short-term study, work, and volunteering placements abroad. Students complete activities for 5 days or more abroad during the spring and summer. [Mode of Study].</p>	<p>(Distant Horizons funding £90,000 and £200,000 year funding from the UK Government Turing Scheme)</p>	<p>academic, and employability, as well as contributing to collaborative opportunities [UUKi, 2017 and 2021]. Recommendations from these reports on successfully embedding short-term international activity have been scrutinised and applied by Westminster [UUKi, 2021]. Furthermore, reporting has illustrated that students from low socio-economic backgrounds, low participation neighbourhoods, black and minority ethnic students, students with disabilities, as well as students who are care leavers, were underrepresented in terms of outward mobility [UUKi, 2017].</p>
<p><b>WORKSHOPS</b>  <b>WeNetwork [Existing]</b>  A multi-intervention programme comprising a range of extra-curricular workshops and one-to-one embedded in-class activities across four levels: Exploring Enterprise/Know Yourself: Aimed at students with no previous knowledge of enterprise or self-employment, this level introduces forms of employment; helps students identify existing skills; support students planning their development.</p> <p>Explore the Options: Aimed at students interested in developing an entrepreneurial or self-employment career, this level supports students and graduates in engaging with various entrepreneurial activities.</p> <p>Gain Experience: Aimed at students with a developed proposal for a business or self-employment career, this level enables students to participate in various competitions involving pitching self-employment or business ideas; provides students with experience of entrepreneurship through the development or early operation of their businesses.</p> <p>Get Job Ready: Aimed at students, graduates and alumni with operational businesses or tested plans, this level facilitates the transition of students and graduates towards practical implementation of their business plans. Support is provided to secure financial support for businesses; register with HM Revenue &amp; Customs or Companies House; and encourage inclusion through the new Elevate programme.</p> <p><b>Career Management Skills workshops [Existing]</b>  Careers Consultants contribute to academic modules on an ad hoc/request basis. Contributions consist of workshops/activities informing students about options, recruitment and selection processes, networking, and how students can best present themselves to employers.</p> <p><b>Virtual Skills Academy/stand-alone workshops [Existing]</b>  Online workshops covering an array of topics (i.e., postgraduate study, job searching, LinkedIn, recruitment and selection processes). The workshops are informative, interactive and action-oriented and equip individuals with practical insights and skills to succeed in various aspects of their career journey.</p>	<p>£500,000</p>	<p>WeNetwork's employs a four-stage reflective and experiential learning approach to enterprise and employability skills, drawing from the EntreComp framework, Lean Startup Methodology, and the SODT career model [Law and Watts, 2003]. Merging these models to inform an in-house design, students are monitored to track student enterprise and employability skills development. Over the past year, WeNetwork collaborated with the University Alumni Team, adopting an "inclusive enterprise" strategy. This involved making enterprise education more accessible by incorporating alumni entrepreneurs, particularly those from underrepresented groups, into the classroom. This approach proved successful, earning the joint WeNetwork/Alumni team three National Enterprise Awards in 2023. In 2022/23, WeNetwork engaged 2,910 students and graduates, with 60% being female, 60% UK home students, and 88% from disadvantaged or underrepresented backgrounds. Where ethnicity was given (n=1,587), 33% were White, 33.6% Asian, 17.3% Black, 7.9% Mixed, and 8.3% Other. The programme includes specific strategies targeted at APP cohorts, including Pioneer Bursaries to support students in their entrepreneurial careers, as well as competitions. The latter have targeted application percentages from APP cohort: Big Idea (30%), Next Level (30%), and Elevate (50%). Learning from WeNetwork's past implementation, our approach to monitoring represents a shift from measuring employability to measuring actual employment. Additionally, the emphasis on embedding activities in the curriculum will help to identify the most successful interventions impacting the progression of target student communities.</p> <p>The Career Management Skills workshops are tailored to the specific needs of students and student groups. This is significant as TASO's review of evidence in this area indicated that the success of such programmes hinges on context and design [TASO, Information, advice and guidance for employment and employability (post-HE)]. Aligning the workshops with the needs of students is design to improve intervention outcomes.</p> <p>The Virtual Skills Academy and stand-alone workshops provides a flexible way for students to engage with a variety of career-related topics reflecting different stages of career preparation. The broader evidence base indicates that interventions such as this can be effective in improving graduate employment and employability outcomes [TASO, Information, advice and guidance for employment and employability (post-HE)].</p>

## Evaluation

The following section details how each intervention strategy will be evaluated. It will detail which activities will be evaluated and the expected level of each evaluation. The Business Intelligence and Institutional Research Team provides consults with colleagues and supports the design of robust evaluation through an Impact Reporting Template. This tool is used internally to ensure that each intervention has a sound methodology and aligns with the *Being Westminster 2022-2029* strategy. To promote the generation of Type 2 evidence, the Impact Reporting Template collects data under four main areas: Characteristics of Intervention Evaluated, Theory of Change: Aims, Outcomes and Indicators, Method/s Used to Understand Intervention Impact, and Impact Commentary.

Figure 8 Evaluation: Intervention Strategy 1: Access to higher education

Activity	Outcomes	Method of Evaluation	Summary of publication plan
<b>FINANCIAL ASSISTANCE</b> Disability Access Scholarship Estranged Student's Bursary Care Leavers Bursary	- Increased number of eligible recipients; utilising UCAS status flag and enrolment data.	Type 2: End of year scholarship survey plus annual check on continuation (which is a condition of scholarship) and degree outcome.	Annual Scholarship and Bursary Report to outline key maintenance needs, timings, course stage and socio-economic demographics of the applicant and recipient groups.
<b>MODE OF STUDY Apprenticeships [Existing]</b>	- Increased number of apprenticeship learners gaining professional apprenticeship qualification and higher-level role at the end of their apprenticeship. - Increased numbers of female and BAME apprenticeship learners with high continuation and progression rates.	Type 1: Pre-entry baseline established for Knowledge, Skills and Behaviours. Apprenticeship Accountability Framework: withdrawal, break-in-learning and achievement data. End Point Assessment results and Exit Survey of apprentices To align with our Objective A1, monitor our engagement and IAG to support applications and enrolment on our apprenticeships.	3month reporting on the Apprenticeship Accountability Framework to our Apprenticeship Board.
<b>MODE OF STUDY Foundation Programme [Existing]</b>	- Increased confidence in meeting HE expectations  - Increased academic achievement  - Improved transition to HE	Type 1 and 2: Student cohort data on application and entry demographics, student continuation and progression rates, alongside student module evaluation forms and feedback from student representatives  Student Foundation mentoring reflections – Mentor/Mentee student reflection vignettes to summarise the student experience of participating in and the value of the mentoring scheme	APP Mid-point Review Evaluation Report  CETI Annual Report
<b>WORKSHOPS Autism Welcome Event [Existing]</b>	- Improved transition to HE. - Increased confidence. - Increased social engagement with others.	Type 1 and 2: Pre and post event surveying which captures the socio-demographics of attendees alongside student experience and engagement at the event.  Group interview or focus group to evaluate the event's impact in meeting the Level 3 and 4 <b>NERUP</b> aims relevant to students' course and stage.  To align with Objective P3, and maximise resource, is it possible to incorporate this within existing or upcoming provision.	APP Mid-point Review Evaluation Report
<b>OUTREACH COLLABORATION</b>	- Increased understanding of subject areas - Better understanding of application processes and creative portfolio preparation	Type 1 and 2: Pre and post event surveying (used by UKSRO team as standard for all Access activity) which captures impact on	APP Mid-point Review



<b>Pre-16 Attainment-Raising Activity [New]</b>	<ul style="list-style-type: none"> <li>- Greater awareness of future careers in relevant subjects</li> <li>- Enhanced sense of belonging in the university environment</li> <li>- More BAME applications to Arts, Media, Communications; more female applications to Computer Science, Engineering (2026).</li> <li>- Higher progression to HE (measured by HEAT)</li> <li>- Increased confidence in the university environment</li> <li>- Improved understanding of relevant GCSE English texts</li> <li>- Better understanding of subjects in the pre-16 Insights program</li> <li>- More applications from specific BAME groups to Arts, Media, Communications</li> </ul>	<p>academic and sociocultural skills gained, sense of belonging, likelihood to apply to HE, understanding of subject areas and understanding of application process. Measured relevant to various WP indicators such as first in family, BAME (disaggregated), ESL, FSMs.</p> <p>To align with Objective A1, P1, P2 and P3, establish a strategy to collate, analyse and monitor data on the ethnic and socio-economic demographics of our pre-entry outreach participants. This is needed to address offer gaps, and support the development of interventions to promote equitable recruitment to our courses</p>	Evaluation Report
<b>SUBJECT TASTER Post-16 Activity RIBA (Royal Institute of British Architects) x Experience Architecture [Existing]</b>	<ul style="list-style-type: none"> <li>- Provide in-depth academic and career insights into architecture. Exposure to facilities associated with architecture.</li> <li>- Build confidence in navigating university environments.</li> <li>- Inspire and motivate students by hearing from a practitioner who has overcome barriers.</li> </ul>	Type 1 and 2: Pre and post event surveying (used by UKSRO team as standard for all Access activity) which captures impact on academic and sociocultural skills gained, sense of belonging, likelihood to apply to HE, understanding of subject areas and understanding of application process. Measured relevant to various WP indicators such as first in family, BAME (disaggregated), ESL, FSMs.	APP Mid-point Review Evaluation Report
<b>OUTREACH COLLABORATION Pre-16 Attainment-Raising Activity [New]</b>	<ul style="list-style-type: none"> <li>- Students deepen their understanding of English GCSE texts through experiencing them in theatrical form, improving their ability to interpret and analyse.</li> <li>- Students develop critical thinking and analytical skills, which are essential for success in English literature exams and coursework.</li> <li>- Interactive workshops encourages students to articulate their thoughts and opinions confidently, improving their communication skills.</li> </ul>	Type 2: Pre-16 attainment-raising activities are designed to improve academic outcomes for students. Existing research has demonstrated that lower school grades can have a detrimental impact on participation in HE and on later life outcomes, including income and well-being [Crawford, 2014]. In 2022, TASO conducted a rapid evidence review on attainment-raising activities, drawing heavily on the work of Anthony [2019]. HE providers have carried out a range of aspiration-raising interventions, with attainment being one among many outcomes. These suggest positive outcomes for pupil attainment, though most evidence is type 1 and type 2 [TASO, 2022]. Activities aimed at developing soft/study skills are presently under-evaluated. As such, this area is ripe for further evaluation. Thus, the intention for Westminster is to contribute towards building the evidence base.	APP Mid-point Review Evaluation Report
<b>OUTREACH COLLABORATION Pre-16 and Post 16 Attainment-Raising Activity [New]</b>	<ul style="list-style-type: none"> <li>- Enhanced academic and soft skills development.</li> <li>- Increased confidence and sense of belonging.</li> <li>- Improved understanding of subject-specific pathways (art, media, architecture, finance).</li> <li>- Greater readiness for future academic and career decisions.</li> <li>- Strengthened engagement with education and higher aspirations.</li> </ul>		APP Mid-point Review Evaluation Report

Figure 9 Evaluation: Intervention strategy 2: Continuation in the study of higher education qualifications

Activity	Outcomes	Method of Evaluation	Summary of publication plan
<b>MENTORING Peer Support Call Centre Service [New]</b>	<ul style="list-style-type: none"> <li>- Guide students towards relevant University and UWSU services for future potential challenges in their academic journey.</li> <li>- Identify and escalate students facing complex issues or at risk of leaving their course to the University wellbeing team, Personal Tutors, SU Advice Team, and the Student Centre.</li> <li>- Increase the uptake of support services, thereby reducing attrition rates.</li> <li>- Prioritised follow-up calls for students flagged as high risk or with low attendance (1%-25%), ensuring they receive additional support and monitoring from the Project Coordinator.</li> </ul>	<p>Type 1 and 2: No. of calls made and answered each semester using a survey template used by our student staff callers.</p> <ul style="list-style-type: none"> <li>- Aim to contact each student twice yearly, unless opted out.</li> <li>- Use QlikView to tag students called to assess impact on continuation rates.</li> <li>- Track queries to Student Centre, UWSU Advice, and relevant services; note changes in query themes.</li> <li>- Measure retention by signposting events, Attrition Dashboard data, and tailored support email metrics (opens and click-through rates).</li> <li>- Use UWSU Check-In Survey to gauge overall call usefulness.</li> <li>- Feedback forms gather student views on call enjoyment and information usefulness.</li> </ul>	<p>Annual internal reporting of attrition and continuation rates.</p> <p>APP Mid-point Review Evaluation Report</p>
<b>FINANCIAL ASSISTANCE</b>	<ul style="list-style-type: none"> <li>- Increased number of eligible recipients; utilising UCAS status flag</li> </ul>	Type 1 and 2: To align with Objectives A1-, identify any relevant trends in the	Annual Scholarship and Bursary Report to

<b>Living Expense Support Scheme [Existing]</b>	and enrolment data. - Helping undergraduate and postgraduate students who are suffering financial difficulty which may impact studies and possibly lead to course withdrawal.	applicant/recipient groups to embed sustainable approaches to living expense support. Using Type 2 and 3 evaluation – Mixed-method evaluation with regression and survey analysis including socio-demographic data and post-application survey/interviews with students/colleagues on the experience of applying to the fund.	outline key maintenance needs, timings, course stage and socio-economic demographics of the applicant and recipient groups.
<b>FINANCIAL ASSISTANCE Cost of Living Assistance Scheme [New]</b>	- Increased number of eligible recipients; utilising UCAS status flag and enrolment data. - Helping undergraduate and postgraduate students who are suffering financial difficulty which may impact studies and possibly lead to course withdrawal.	Type 1: Annual Report to outline key maintenance needs, timings, course stage and socio-economic demographics of the applicant and recipient groups.	Annual Scholarship and Bursary Report to outline key maintenance needs, timings, course stage and socio-economic demographics of the applicant and recipient groups.
<b>MENTORING Mental Health Specialist Mentoring Service [Existing]</b>	- Improved concentration, confidence, time management, workload prioritisation and increased ability to create appropriate work-life balance - Increased resilience to deal with stressful situations: Leaving home and living independently, Transition to/from Higher Education, Transition between years, Reconnecting after period of absence, Examinations and assessments, Coursework deadlines, Placements, fieldwork or year abroad, Relationships with peers, university administrators, lecturers, and tutors, and self-care.	The Disability team monitors student take up of this support, the level of student engagement and end of year evaluations to determine the impact for individual students and the scheme. As part of their ongoing evaluation of its efficacy they are reviewing how best to quality assess the mentoring and gather feedback from students about their experience.	Annual internal reporting of continuation rates.
<b>WORKSHOPS Westminster Transitions 2024-2026 (Replacing existing Being Ready) [New]</b>	- Increased preparedness for starting university life. - Improved confidence to navigate online learning - To increase connections among students and build a sense of belonging - To increase the skills, expertise, and employability of student facilitators. -Reduced withdrawal rates in students	Type 2: Pre and post (post-output and 6 weeks) surveys Year 0-1: Student journey mapping to understand the enablers and pressure points for new and continuing students to Westminster in 2024. Year 1-2: Participatory action research project to design, implement, collaborate and reflect on the provision. To align with Objective C1, C2, CC1, CC2 and CC3, work in multiple and intersectional partnerships with part-time learners, mature learners, Black and mixed ethnicity entrants and care leavers, to design student-centred evaluation. Collaborate with key internal stakeholders in student services and evaluate communication and terminology as “IMD” may not be accessible for students; understanding the assets/barriers for these groups of learners can help to address our institutional gaps	Article on how this type of pre-enrolment programme can have an impact on students' continuation rates.
<b>WeThrive</b>	Improved student access to a structured personal tutoring programme to build belonging and deepen student engagement.  Embedded time across level 4, followed by embedded time at 5 and 6.  Personalised plans for engagement and continuation for at risk student groups.	Type 2: Comparison of continuation rates year on year. Comparison of NSS metrics on academic support year or year.	APP Mid-point Review Evaluation Report
<b>Learner Analytics</b>	- Increased engagement of students with their academic engagement and performance data - More confidence and effective use of data by tutors in supporting students - The ability of tutors to identify students at risk earlier in the academic cycle - Improvement in student academic success	improvement in continuation and completion rates.	APP Mid-point Review Evaluation Report

Figure 10 Evaluation: Intervention strategy 3: Completion of the study of higher education qualifications and Attainment: achievement and the awards made to higher education students at the end of their studies

Activity	Outcomes	Method of Evaluation	Summary of publication plan
<b>CURRICULUM EDI School Leads and EDI School Champions [Existing]</b>	<ul style="list-style-type: none"> <li>- Maintain colleague and student forums to raise EDI issues and opportunities in the various courses and curriculums.</li> <li>- Support course teams to reduce and eliminate retention, completion and awarding gaps at the School level.</li> <li>- Increase research and curriculum engagement, as well as student-staff collaboration.</li> <li>- Improve EDI skills within the academic community e.g. through unconscious bias training.</li> <li>- Demystify both engagement with university academics, and participation in higher education sessions, workshops and other educational experiences run by academics.</li> <li>- Research projects on EDI and Education - organised within Schools to explore discipline or subject-specific connections between EDI and education, and to propose subject specific interventions or changes.</li> </ul>	<p>Combine Type 1 and Type 2 evaluation approaches to develop theories of change in collaboration with EDI Leads and School Leadership. Use these theories to monitor and evaluate:</p> <ul style="list-style-type: none"> <li>- Engagement of champions with School academics and the student body.</li> <li>- Changes implemented in School processes, communication, or curriculum.</li> <li>- Student success outcomes and effectiveness of interventions through Learning Analytics and continuous monitoring.</li> <li>- Engagement of academics in professional development events and trainings using data analytics, surveys, and focus groups.</li> </ul>	APP Mid-point Review Evaluation Report
<b>CURRICULUM Curriculum Design (Inclusive Course Design and Authentic Assessment) [Existing]</b>	<p>Through authentic learning, students on all courses are able to:</p> <ul style="list-style-type: none"> <li>- Engage with experiential, active, and discursive modes of delivery.</li> <li>- Access various forms of inclusive assessment.</li> </ul> <p>Through transformative approaches embedded in their curriculum, students on all courses:</p> <ul style="list-style-type: none"> <li>- Unpack the 'hidden rules' of academic life.</li> <li>- Develop confidence and acquire forms of capital to plan their educational and professional development.</li> <li>- Gain social, cultural, and educational capital through credit-bearing courses.</li> </ul> <p>Through personalised approaches, we aim to:</p> <ul style="list-style-type: none"> <li>- Continuously develop our curricula, course design, and delivery alongside academic and pastoral support structures.</li> <li>- Address specific risks to equality of opportunity at Westminster.</li> <li>- Foster a strong sense of belonging within learning and academic communities.</li> <li>- Ensure students feel understood, respected, and valued for their individual identities and circumstances, with their voices heard and valued.</li> </ul>	<p>Type 2 evaluation approach - Evaluate the impact of changes to assessment types and interventions such as mitigating circumstances, through qualitative participatory action research and student-centred approach alongside quantitative in-house data analytics</p> <p>Conduct in-house research through qualitative methods, and draw on existing secondary data through the student forums and NSS data to understand the barriers and opportunities for completion with our identified groups who are at risk of equality of opportunity, designing a theory of change and conducting pilot interventions at the School-level, with the view to re-design theory of change, learn and embed best practice across the university</p> <p>Monitor and evaluate the curriculum development and review workshops for each programme on a rolling basis, addressing and embedding the implementation of best practice in EDI and authentic assessment to shape curriculum</p>	APP Mid-point Review Evaluation Report
<b>CURRICULUM Peer Support Academic Representation &amp; FANS [New]</b>	<ul style="list-style-type: none"> <li>- Build peer support networks and engage with diverse backgrounds for mutual help.</li> <li>- Utilise personal tutorials and academic supports for postgraduate preparation.</li> <li>- Explore personal development opportunities and leverage degree experience.</li> <li>- Effectively communicate graduate attributes for postgraduate study and careers.</li> <li>- Access comprehensive information on social, leisure, and extracurricular activities.</li> <li>- Participate actively in social, leisure, and extracurricular activities.</li> <li>- Fully utilise available learning resources and teaching approaches.</li> <li>- Establish positive relationships with lecturers, tutors, and student services.</li> <li>- Engage with the Students' Union and support services for personal development.</li> <li>- Seek careers advice and use placements to enhance employability.</li> <li>- Proactively adapt to study demands and develop support-seeking behaviours.</li> <li>- Consolidate communication and language skills in formal and informal settings.</li> <li>- Develop a varied skill set to enhance future employability.</li> <li>- Build digital literacy skills for academic and professional use.</li> </ul>	<p>Type 1: Monitored through Student Voice Forum will be expected to report on the progress of their School's shared endeavour. Monitoring of engagement using UNITU Data Analytics.</p> <p>Type 2: To be developed in 2024/25 as new intervention is planned.</p>	APP Mid-point Review Evaluation Report
<b>FINANCIAL ASSISTANCE Care Leavers Bursary</b>	<ul style="list-style-type: none"> <li>- Increased number of eligible recipients; utilising UCAS status flag and enrolment data.</li> </ul>	<p>Type 2: End of year scholarship survey plus annual check on continuation (which is a condition of scholarship) and degree outcome.</p>	Annual Scholarship and Bursary Report to outline key maintenance needs, timings, course stage and socio-economic demographics of the applicant and recipient groups.

Figure 11 Evaluation: Intervention strategy 4: Progression into the labour market, further study, and other destinations after leaving higher education

Activity	Outcomes	Method of Evaluation	Summary of publication plan
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<b>MENTORING</b> <b>Future Ready Mentoring - Career Mentoring [Existing]</b>  <b>Future Ready Mentoring - Ask a Mentor – Short-term [Existing]</b>  <b>Future Ready Mentoring - Group Mentoring [New]</b>	<ul style="list-style-type: none"> <li>- Engage with and maximise the benefit of a network of industry specific contacts relevant to their field of interest and postgraduate goals.</li> <li>- Engage with and utilise appropriate support and alumni mechanisms in preparation for life beyond undergraduate study.</li> <li>- Access appropriate support to ensure successful postgraduate progression.</li> <li>- Access specialist careers information, advice and guidance and opportunities to network with alumni and employers</li> <li>- Consolidate and apply existing skills and capacities and identify areas for future development</li> </ul>	<p>Type 2: Empirical pre and post survey measuring knowledge and skill development.</p> <p>Type 1: Mentee of the Year nominations written by the mentors (a reflection on how they feel the student has grown confidence/ skills/ knowledge etc. during the mentoring relationship). Also, the Mentor of the Year nominations (where students write how they feel the support of their mentor has helped them to develop personally and professionally).</p> <p>Business Engagement QlikView Dashboard monitoring participation rates by at risk student groups.</p>	<p>Future Ready Mentoring end of year evaluation report to be prepared each September, to report on previous academic year engagement and impact</p>
<b>MENTORING</b> <b>Targeted Groups [New]</b>	<ul style="list-style-type: none"> <li>- Monitor the participation rates of 'at risk' student groups in EDI activities.</li> <li>- Identify barriers to participation and implement targeted strategies to increase engagement.</li> <li>- Evaluate the impact of interventions on the participation levels of these groups over time.</li> </ul> <p>Monitoring Levels of Co-Creation:</p> <ul style="list-style-type: none"> <li>- Assess the extent of co-creation between students, faculty, and other stakeholders in EDI initiatives.</li> <li>- Track collaborative efforts and partnerships to enhance programme development and implementation.</li> <li>- Measure the effectiveness of co-creation in fostering inclusive practices and achieving programme objectives.</li> </ul>	<p>Type 1: Utilisation of Testimonials and Case Studies: Collect and utilise impactful testimonials and case studies from colleagues, students, and external stakeholders involved in the EDI programme. Showcase success stories and lessons learned to inspire engagement and support continuous improvement. Highlight examples of best practices and their contribution to EDI goals and outcomes.</p>	<p>Annual Report of Programme Impact; identify achievements, challenges, and areas for development to inform future planning and resource allocation.</p>
<b>WORK EXPERIENCE</b> <b>Work Based (and Placement) Learning (WBL) Project [Existing]</b>	<p><u>WBL</u>  Forage and Bright Network Virtual Internships and workshops: Students develop understanding of industry by contextualising subject knowledge with a view to realising personal goals and accessing opportunities beyond their degree programme.  24/7 REACT and Next Gen Talent Experience: Students build networks and develop confidence through completion of live projects and challenges, meeting with employers and celebrating success.  Entrepreneurs in Action: Students access appropriate opportunities to gain an understanding of personal goals.  Make It Don't Fake It Podcast Series: Students engage with other students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and reflect on academic identity, belonging and personal development.</p> <p><u>Placements</u>  - Students possess knowledge and experience of a professional environment, allowing them to better evaluate graduate employment options.  - Students can extend and apply subject knowledge in an employment context.  - Students develop soft skills, transferable into the graduate workplace, to enhance their employability and capacity to realise graduate goals.  - Students develop confidence, communication and networking skills to enhance future employability.</p>	<p>Type 1: Engagement - We have excellent testimonials from students participating in activities such as the Forage virtual internships. For events like our Work-Based Learning (WBL) Roadshows, we adopt a type 2 approach with day-of evaluations. Data is recorded via Engage and uploaded to SRS by the WERE Team. Reports are sent to Module Leaders to monitor individual student engagement in completing their WBL hours.</p> <p>Progression - This involves evaluating student advancement from early to more advanced stages of interventions. For example, tracking progression in the Work-Based Learning Roadshows helps us understand student development over time.</p> <p>Skills - We map engagement data with demographic data, GO data, awarding gaps, and continuation data. This involves collecting qualitative and quantitative data through surveys completed by students as they progress through the student enterprise journey, capturing their confidence in applying entrepreneurial skills.</p> <p>Employment - For placements, we collect feedback forms and testimonials (Type 1). We also track graduate outcomes (GOs) of placement year students compared to the remaining cohort, providing insights into the employment success of our students.</p>	<p>Annual Careers Employability Service Report.</p>
<b>WORK EXPERIENCE</b> <b>Employ Autism [Existing]</b>	<ul style="list-style-type: none"> <li>- Students develop networks and soft skills to enhance their employability and realise graduate goals.</li> <li>- Students can apply subject knowledge and/or soft skills in an employment context.</li> <li>- Students increase their confidence in the workplace.</li> <li>- Students gain work experience to contribute to their CV and job applications.</li> </ul>	<p>Type 2: Skills audit completed by student pre and post participation.</p>	<p>External evaluation report produced by partner Ambitious About Autism.</p>
<b>WORK EXPERIENCE</b> <b>Inclusive Futures: Insights [Existing]</b>	<ul style="list-style-type: none"> <li>- Students gain access to specialist careers information, advice and guidance.</li> <li>- Students can critically evaluate their employment options.</li> <li>- Students engage with other students from various backgrounds and establish positive relationships and mutual support networks.</li> <li>- Students can effectively utilise LinkedIn to present their attributes and experiences.</li> <li>- Students develop confidence, communication and networking skills to enhance employability.</li> </ul>	<p>Type 2: Pre and post programme feedback form completed by student, to include progress in specific areas.</p>	<p>Annual Careers Employability Service Report.</p>

<b>WORK EXPERIENCE Volunteering [Existing]</b>	<ul style="list-style-type: none"> <li>- Students improve networking and soft skills to enhance employability and realise goals.</li> <li>- Students improve confidence, communication and networking skills to enhance employability.</li> <li>- Students build networks outside the university.</li> </ul>	Type 1: Students complete Volunteering Recognition Form.	Annual Careers Employability Service Report.
<b>WORK EXPERIENCE Explore Teaching [Existing]</b>	<ul style="list-style-type: none"> <li>- Students can evaluate teaching as a graduate employment option.</li> <li>- Students improve confidence, communication and networking skills to enhance employability.</li> </ul>	Type 2: Skills audit completed by student pre and post experience.	Annual Careers Employability Service Report.
<b>WORK EXPERIENCE Talent Bank [New]</b>	<p>Overall, Learner Outcome; increased understanding of applying for job opportunities and confidence in the workplace.</p> <ul style="list-style-type: none"> <li>- Improve CVs that will contribute towards their placement and graduate job applications.</li> </ul>	Type 3: Mapping of WEA engagement data with demographic data and GO data/ awarding gaps/ continuation data required.	APP Mid-point Review Evaluation Report
<b>MULTI-INTERVENTION ACTIVITY Westminster Working Cultures International [Existing]Westminster Working Cultures UK Intervention [Existing]</b>	<ul style="list-style-type: none"> <li>- Engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks</li> <li>- Engage with other students to form mutual support networks.</li> <li>- Access specialist careers information, advice and guidance and opportunities to network with alumni and employers.</li> <li>- Extend and apply subject knowledge in different employment contexts.</li> </ul>	<p>Combine Type 1 and 2 approaches: Monitoring of participation rates from 'at risk' student groups.</p> <p>Type 2: Reflective journal before, during and after the programme and formal focus groups are held post completion.</p>	Westminster Working Cultures end of year evaluation report to be prepared each September, to report on previous academic year.
<b>MODE OF STUDY &amp; FINANCIAL ASSISTANCE (Short-term study, work and volunteering abroad) [EXISTING]</b>	<p>Through these activities students will develop skills that will support their future employability including Research skills, Critical thinking, Teamwork/Collaboration, Time management, Communication/Public speaking, Leadership, Technical/domain knowledge, Language proficiency and Networking.</p> <p>Students will improve in the following soft skills:</p> <ul style="list-style-type: none"> <li>- Cultural awareness - their understanding of the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.</li> <li>- Self-awareness - the quality of being conscious of their own feelings, character, etc.</li> <li>- Adaptability – their ability to change ideas or behaviour in order to deal with new situations successfully.</li> <li>- Empathy - the ability to share another person's feelings and emotions as if they were their own.</li> <li>- Confidence - feeling sure about their abilities, qualities, or ideas.</li> <li>- Problem solving - the act or process of finding solutions to problems, especially by using a scientific or analytical approach.</li> <li>- Independence - being able to manage themselves: taking initiative when required, knowing what needs to be done and doing it and taking ownership when things go wrong.</li> <li>- Students will also develop international networks and contacts for future engagement.</li> </ul>	<p>Type 1 Student feedback and testimonials capture the student experience. Pre-departure briefings and post placement reflection sessions will allow further discussion around skills development. These also provide touchpoints for student support.</p> <p>Type 2 capture skills development through pre and post placement surveys.</p> <p>Type 3: Mapping of engagement data with demographic data and GO data/ awarding gaps/ continuation data required.</p>	<p>Annual Report to outline key maintenance needs, timings, course stage and socio-economic demographics of the applicant and recipient groups.</p> <p>Global Experience Bursary report, Donor funding report, annual mobility statistics reporting, Global Engagement Strategy Board reports, Individual activity reports.</p>

## Whole provider approach

### 1. Overarching Theory of Change

Westminster's theory of change is rooted in creating a dynamic and responsive education environment; recognising where risk occurs, how risks interact and the nuance of how that risk may manifest for different student groups. We are committed to ensuring our significant input leads to desired outcomes to ensure every individual has an equal opportunity to access, succeed in, and progress from their academic journey. Proportionate, empirically-rigorous, impact evaluation enables Westminster to adapt interventions based on the 'what works' agenda.

All interventions designed to reduce risk are inherently linked to the wider strategic aims of the University and the context in which we operate. 'Being Westminster,' the University Strategy 2023-2029, has four core objectives; two relating directly to education success and employability.

Our Education objective is to "offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives."

Our Employability objective is to "ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes."

This Education Strategy is operationalised through the development of workstreams with identified targets and timelines. The Education Workstream document connects this strategy with others, including but not limited to: the Equality, Diversity and Inclusion Strategy, the Strategic Framework for Employability; the Technology Enhanced Learning Strategy; the Public and Community Engagement Strategy. Education workstreams inform the College, School and Professional Services operational plans, so that action planning is strategically developed and targeted. This will enable focus on a manageable number of impactful enhancements. First line scrutiny and accountability will be through reporting to Teaching Committee and its subcommittees (including College Teaching Committees) and University Portfolio Planning Committee. To improve identification and support of students at risk, Risk Boards have been piloted during 2023-2024 and will be continued during the plan period.

Our refreshed employability strategy with the aim to ensure all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. Our strategic ambitions are operationalised by our Careers and Employability Service, Business Engagement Directorate and School Employability Plans. Students are supported to progress through a wide range of in-course and extra-curricular programmes extended and embedded across the University. Performance against plans is monitored by the Employability Task Force and risks are managed as part of the University's Strategic and Operational Risk Management process.

Westminster has integrated Access and Participation priorities within our Equality, Diversity, and Inclusion Strategy. This alignment aims to enhance awareness, action, and accountability for the plan throughout the institution. To ensure accountability the university, following extensive stakeholder consultation, has developed outcome statements, and outlined indicators to measure



the extent of impact achieved. This reflects a high-level commitment that the plan is viewed as a crucial indicator of the institution's ability to fulfil its EDI ambitions.

To meet our duty with regards to the Equality Act 2010, Westminster actively considers and integrates equality considerations into decision-making processes, policies, and practices. This includes addressing issues related to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Further details can be found in our policy documents, for example [University of Westminster Diversity and Dignity at Work and Study](#).

## 2. Strategic Measures

### Key Performance Indicators

We monitor Key Performance Indicators in our education and employability. These include our overall performance, as well as student outcomes for five main demographic groups; ethnicity, age, sex, disability status and Indices of Multiple Deprivation. Stretching targets have been developed to ensure we collectively secure continuous improvement for our students. Student demographic groups in our overall institutional performance metrics demonstrates our commitment to ensure equality of opportunity that the plan seeks to promote.

### Employability, Enterprise and Skills

In exercising our moral imperative to ensure equity for our students we have, through extensive consultation, committed to a programme of work that seeks to embed opportunities for employability and enterprise skill development within the curriculum. In order to limit barriers to participation resulting from self-selection, we have identified schools and courses in which differential student outcomes exist; embedding interventions into the curriculum. This approach enables us to dismantle barriers that are commonly associated with a diverse study community; confidence and sense of belonging in higher education. It also contributes to our whole provider approach. Since our first [Access and Participation Plan in 2021](#), we have increased provision earlier in the student life cycle. We acknowledge that student groups likely to be “at-risk” of equality of opportunity, need targeted support that builds in complexity in terms of skills, knowledge, and opportunities to apply these. We are investing in an iconic new Centre at 29 Marylebone Road for employability and enterprise. In December 2022 we were granted £5.8 million capital funding from the Office for Students to support the Centre’s development. Due to open in 2025, the £23 million building is designed as a beacon to connect businesses with new talent in uniquely innovative and inclusive ways, leading to enhanced outcomes for our graduates.

### Student Support

We recognise that the inner-workings and organisational structures of higher education providers may act as a deterrent for students seeking help and/or advice. We know that there are differences in the rates at which students from various groups seek support and in particular help related to mental health and/or academic matters. Removing the need for students to understand organisational complexities enables greater disclosure of student needs [[OfS, Meeting the mental health needs of students](#)]. Locally, a consistent theme across several pieces of recent institutional research is the need for a more streamlined process through which students can access support [[Rawlinson, 2023a](#) & [2023b](#)]. We have therefore moved towards an integrated system. This has the added benefit of alleviating some of the pressure experienced by Personal Tutors faced with complex student needs requiring specialist support [[Rawlinson, 2023b](#)].

Launched in September 2022, the Student Centre service model offers student-focused support both on-site through three staffed information desks and off-site via online chat and email. A dedicated customer service team addresses common queries, directing students to specialists when needed, eliminating barriers, simplifying access to support and improving signposting.

The development of the Digital Student Hub, supported by the Enquiry Management System, launched in 2024, prioritises student-centric enquiry management. Our approach facilitates active signposting for students who are 'at risk'. The system enhances analytics, allowing for improved tracking and monitoring of student enquiries, including frontline referral rates and types of queries. The insights gained from analytics will inform service adaptations, ultimately leading to increased student success.

Additionally, scheduled to open in 2026, a forthcoming purpose-built building will mark the establishment of a central physical Student Hub designed to revolutionise the student experience. By consolidating student support services, social and learning spaces, including a new library, under one roof, the building aims to enhance student engagement and elevate the overall campus environment. The new facility will significantly boost awareness and utilisation of support services, encouraging students to make the most of the space. Specialised advisers will be available in dedicated consultation rooms, fostering a personalised and supportive environment for students.

### **Life Cycle Transitions**

Most students, at some point during their studies, will encounter challenges and dilemmas in completing their course. This includes those from underrepresented backgrounds in HE. We know through our student engagement, data and research, that some student groups are more likely than their peers to have multiple commitments outside their studies and are often at higher risk of course interruption, withdrawal and of receiving lower degree awards.

Through the Transitions Project, we aim to support students to navigate interruptions or deviations across the lifecycle of the course; helping them to, progress and succeed in their studies, alongside maintaining a sense of belonging. We will provide this by delivering sustainable and embedded changes across course stages to:

- Universal provision of personal tutoring across the student lifecycle
- Staff-student connection and partnership-building – eg. Students knowing staff and vice versa, and being able to ask for help
- Peer-to-peer learning opportunities, engagement, knowledge exchange and networks, including,
- Provision of academic skills support
- Data and relationship management with students currently or “at-risk” of missing deadlines, resubmitting and interrupting their studies
- Assessment and feedback, including changes to availability and communication with students
- Partnership and interdisciplinary collaboration between colleagues and students
- Relationship management and engagement with alumni
- Facilitating connection-building through place and space

### **Inclusive Curriculum**

We are committed to embedding inclusive practices in our curriculum, research and pedagogy. This includes continued and innovative development of:

- Our digital accessibility
- Place and space-based planning to build and foster inclusive teaching and study spaces
- Online toolkits designed with students, exploring topics such as Anti-Racism in the Curriculum
- Bespoke EDI training provision and rollout of “EDI Champions” intervention
- Flagship credit-bearing modules delivering authentic learning opportunities in the curriculum. These include the Democratic Education Network; Westminster Legal Clinic; Architecture Live

Projects; Museum of the Future; My Graduate Journey; Cavendish Living Lab; Prison Partnerships; and Community Counselling

- Support, co-ordination of EDI Research Projects – Locating the Award Gap(s); Imposter Phenomenon among female BAME university students, and Imaginative Empathy – moving together towards inclusive pedagogic practices
- Pedagogical strategies and embedding effective research findings to address module and degree-awarding gaps

## **Working in Partnership**

Westminster continues to develop and maintain diverse and meaningful engagement with employers, businesses, industries, organisations and the University of Westminster Students' Union (UWSU), as well as amongst colleagues and students.

Student-staff partnerships and co-creation projects, also forms part of UoW's commitment to partnership-building. These partnerships and projects are focused on encouraging collaboration and are linked to delivering student equity, diversity, inclusion and approaches to sustainability within the curriculum. Students are encouraged to access extra-curricular and global opportunities; alongside building their academic, research and employability skills and expertise.

In January 2024, the UoW and the UWSU revised their data-sharing agreement. The revised agreement sets out the basis upon which data held by UoW will be shared with UWSU. This includes sharing personal information data, enabling UWSU to facilitate the intervention activity such as facilitating the Peer Support call centre. Data sharing also takes the form of data files for co-analysis between UoW and UWSU, and aggregated reports of student feedback, enabling for a shared understanding of the student experience and Student Voice.

## **Student consultation**

### **Formal Consultation**

To ensure comprehensive representation, students actively participated in formal decision-making processes related to the development of this plan, such as committee structures, steering groups, sub-groups, and student voice forums, promoting a collaborative approach to the plan's development. Our consultation process aimed to reflect the broader vision of the document and the intervention strategies within related to ensure our strategy includes the nuanced perspectives of our diverse student body.

### **Engagement Methods**

A variety of engagement methods are employed to elicit feedback from students related to our intervention strategies. These methods include consultation, interviews, analytics, surveys and focus groups. Two of our established student voice mechanisms include:

**Student Voice Forum** is a key part of our governance structure and is specifically designed as a vehicle for student voice. The Forum includes colleagues and student union representatives and meet at least four times per year. It is a sub-committee of the University's Academic Council, providing opportunities for student representatives to raise student feedback to Colleges and Professional services departments. The Forum responds to feedback by taking action to address issues and provides updates on ongoing student voice activities. It is committed to promoting a sense of community, wellbeing amongst students, as well as highlighting needs of specific student groups.

**The Student Experience & Opinion Panel (SEOP)** is a group of current students who take part in primary research activities in exchange for a financial reward. The panel is inclusive

and representative of our student body. It is the key mechanism for capturing the qualitative student voice at Westminster. The SEOP has been our tool for the Student Voice since 2019, operating a variety of qualitative methods to understand the student experience in general areas, such as Learning in an Internationalised University, and specific areas, such as the experience of students who are carers, or generating evidence to review our interventions such as WBPL, mentoring and WWC UK.

**The Transformation in Students Survey** is an annual survey of our student population measuring the development of soft and employability skills. The survey consists of rigorously tested statements relating to skills students have informed us they want to develop during their studies including confidence, time management, leadership/teamwork, and sense of belonging. The university can identify early signs of how students are developing soft skills, and where they might need support if there are gaps in their development across demographic groups. The survey is informed by our Added Value research, which identified that students accessing higher education at our institution perceive themselves as less familiar with the expectations of higher education, and have fewer material assets (such as technology, language skills, understanding of support and processes, and knowledge of London life) compared to their peers. The findings from this research and the insights from the survey results have shaped the contents of our intervention strategies; ensuring we respond to the development of skills our students expect to gain whilst studying with us.

## Evaluation of the plan

By implementing a comprehensive and empirically rigorous evaluation plan, the university aims to proactively address challenges related to student success and employability, fostering a dynamic and responsive educational environment that prepares students for lifelong success in their chosen careers.

Westminster is deeply committed to establishing a comprehensive evidence and evaluation strategy to gain a nuanced understanding of the effectiveness of interventions for 'at risk' groups. The insights gained from evaluations are actively shaping future investment priorities, ensuring that equality of opportunity is promoted across the entire student lifecycle.

Oversight of evaluation falls under the purview of the Equality, Diversity, and Inclusion (EDI) Education Steering Group. Regular evaluation updates, impact assessments, research evidence reviews, and performance reports are presented to the University Planning Committee, forming an integral part of the annual planning and continuous monitoring and improvement processes. The university's performance is continually monitored throughout the year, with data informing strategic planning, academic monitoring processes, committee discussions, and our dialogues with students. This means that evaluation outcomes influence changes to practice.

In instances where performance falls below internally set targets or in comparison to sector benchmarks, a responsive action plan or workstream is expected, typically at intervention-strategy and school or course level where appropriate. We are prepared to make evidence-informed adjustments to the university's strategy, policies, and practices, underscoring the institution's steadfast commitment to equality of opportunity. Should targeted activities for 'at risk' groups prove ineffective, funding will be reallocated, prioritising interventions that have demonstrated success.

### How Evaluation and Evidence Shapes Intervention Strategy Design:

- **Needs Assessment:** Review of previous plan, new Quantitative Assessment of Performance, monitoring of intervention participation by at risk groups, review of evidence related to EDI internal and external.
- **Alignment with Strategic Goals:** Sense-checking that the intervention strategies, interventions within it and the corresponding expected student outcomes aligns to Westminster's EORR.
- **Analysis of Past Performance:** Review of historical data related to student experience and outcomes to identify patterns and areas for improvement to inform identification of which groups are at risk and how this is observed.
- **Input from Stakeholders:** Incorporated sector best practice, feedback from students, alumni, employers, and strategic and operational colleagues to shape intervention design and content.

### How Evaluations are Designed:

- **Clear Objectives:** Defined clear and measurable objectives for our evaluations, including which student life cycle the risk is evident within. The objectives outline the expectation for the type of evidence that is to be generated based on the content of the intervention e.g. Type 1-3.
- **Mixed-Methods Approach:** Intervention strategy evaluation employs a mix of quantitative and qualitative methods, including learner analytics, surveys, interviews, focus groups, and academic performance data, to provide a comprehensive view of how a student might experience risk across the life cycle.
- **Evaluation Environment:** Recognising the importance of embedding a robust evaluation culture specifically for interventions. Under the previous plan period, professional service colleagues have received training related to evaluation terminology, key concepts, the role of data in evaluation, the theory behind the theory of change, logic models, evidence types and introductions to qualitative and quantitative method. The expectation for the new current plan is that evaluation is embedded within intervention strategy leads; following the considered and detailed evaluation set out above.
- **Evaluation Expertise:** A dedicated Impact and Evaluation role has been created to enhance expertise and capacity, responding to increased expectations for rigorous evaluation processes. This strategic move reflects the university's dedication to thoroughly embed evaluation practices, enabling confident and substantiated claims of impact. Evaluations are designed by experts; who recognise that evaluation must be proportionate, robust and representative.

### Provision of information to students

We publish accessible information on our website about the financial support that is available to different student groups. Relevant web pages will be referenced in various communications and printed media. We will provide timely and accurate information to relevant organisations and agencies, such as UCAS and the Student Loans Company, ensuring that course information is available in time to inform applicants. Once approved by the Office for Students, the access and participation plan will be published on our website. This will include an accessible summary of the plan and the publication of a mid-point review evaluation report, as outlined in our intervention strategies above.

We facilitate direct interactions between our interventions and students through targeted emails,

email newsletters tailored to each year group, and various social media channels. Monthly newsletters and social media posts serve as primary sources for students to access information tailored to their year of study.

The Engage platform is the main access point for students and recent graduates to utilise our services. It provides information on vacancies, resources, activity pathways, and allows students to book appointments and events. These pathways guide students through related activities to develop skills or gain insights on various topics, such as securing work experience and applying for roles with disabilities.

Articles, videos, and materials are available online, created either in-house or through external subscriptions. These resources offer information on various options, processes, networking, and presenting oneself effectively. Subscription resources may include guidance for working internationally and tools for navigating different processes. All fully enrolled students can access the platform using their university email credentials and opt to receive regular updates on vacancies and events.



# Annex A: Assessment of performance

## ACCESS

Westminster's proximity to a large and diverse local population enables the University to recruit relatively strongly from groups that may not have had equal opportunity to acquire the knowledge and skills necessary to be accepted into Higher Education, or risk lacking access to the information and resources required to develop an ambition to continue within education.

Over the four years to 2021/22, Westminster recruited 45% of its 18-year-old entrants from Asian ethnic groups (including 31% from Pakistani or Bangladeshi backgrounds), 14% from Black ethnicities (including 2% Black Caribbean), 8% from Other non-White ethnicities and 7% from Mixed ethnic backgrounds (1% mixed White and Black Caribbean); compared to 17%, 7%, 2% and 5% respectively for the sector in England as a whole.<sup>3</sup>

Based on the ethnic makeup of the neighbourhoods in which Westminster mostly recruits,<sup>4</sup> the proportions of school leavers at our University from Arab and Asian ethnicities are equal to or more than would be expected. The University is over-represented in its recruitment of school leavers of Arab and Asian ethnicities, except those from Chinese backgrounds. The following student group proportions are less than would be expected; school leavers from White backgrounds, Black Caribbean and other Black backgrounds and those from mixed White and Black Caribbean backgrounds. Low participation rates among the country's Black Caribbean and other Black backgrounds and mixed White and Black Caribbean populations have been identified as potential evidence of inequalities in opportunity in knowledge and skill development and perception of HE [EORR Risks 1 and 3].

Ethnicity		Actual	Expected	Sig.
Asian	Asian - Bangladeshi or Bangladeshi British	17.1%	8.2%	+
	Asian - Chinese or Chinese British	0.9%	1.2%	
	Asian - Indian or Indian British	6.7%	5.4%	+
	Asian - Pakistani or Pakistani British	13.8%	6.4%	+
	Any other Asian background	7.1%	4.5%	+
Black	Black - African or African British	11.6%	11.0%	
	Black - Caribbean or Caribbean British	2.5%	3.5%	-
	Any other Black background	0.9%	2.5%	-
Mixed	Mixed or multiple ethnic groups - White or White British and Asian or Asian British	1.4%	1.8%	
	Mixed or multiple ethnic groups - White or White British and Black African or Black African British	1.1%	1.2%	
	Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British	1.1%	2.3%	-
	Any other Mixed or Multiple ethnic background	3.0%	2.1%	+
White	White - English, Scottish, Welsh, Northern Irish or British	22.9%	33.8%	-
	White - Gypsy or Irish Traveller	0.0%	0.2%	
	White - Irish	0.1%	0.5%	-
	White - Roma	0.0%	0.2%	-
	Any other White background	1.5%	8.8%	-
Other	Arab	3.9%	1.8%	+
	Any other ethnic background	4.4%	4.5%	

Figure 12 2019-2022 full-time first-degree recruitment of English and Welsh 18-year-olds by ethnicity with expected rate based on 2021 census ethnicity distributions weighted by LAN

Offer rates for 18-year-old applicants to Westminster are lowest for those from White ethnic groups relative to any other ethnic grouping.<sup>5</sup> This is a consequence of White school leavers disproportionately applying for places on our most selective courses; specifically, those in architecture, arts and media. Of White 18-year-old main cycle applicants recruited to full-time undergraduate courses at Westminster between 2019/20 and 2022/23, almost a third had applied for and been accepted onto courses in our three most selective schools,

<sup>3</sup> Source: OfS APP data dashboard (detailed ethnicity breakdown from internal HESA Student Return data)

<sup>4</sup> Source: Ethnic group by age and sex, England and Wales: Census 2021

<sup>5</sup> Source: UCAS Undergraduate end of cycle data resources 2023

compared to 17% of Black and less than ten percent of Asian young entrants.<sup>6</sup> Offer rates for these three schools are around 60% compared to 94-98% for the University's other schools.

Therefore, despite experiencing a lower overall likelihood of being made an offer, Westminster's offer making to White applicants has, in recent years, been at or around the level expected given the applicants' predicted grades and subject choice. By contrast there has been a general decline in offer making relative to expectations for Black applicants, controlling for subject choice and predicted grades. The consequence of this decline being that, for the 2022 cycle, Black 18-year-old applicants were significantly less likely to receive an offer at Westminster than would be expected if subject choice and predicted grades were the sole determining factors. 2023 saw some improvement in the offer rate for Black students, however, these were still 0.8 points lower than would be expected.

Lower application rates by Black and Asian applicants for courses in Westminster's arts, media and architecture portfolio could be indicative of an inequality of opportunity in information and guidance available to applicants [EORR Risk 2] whilst the lower acceptance of Black applicants, independent of prior attainment, may suggest a risk of inequalities in application success [EORR Risk 4].

Westminster's longstanding mission and local outreach means the University has a strong tradition in attracting students from disadvantaged backgrounds and those for whom there may not have been a strong family connection to Higher Education. 39% of Westminster's recent entrants were eligible to receive free school meals prior to starting with us, compared to just 19% for all English providers, whilst 58% come from among the country's most deprived 40% of neighbourhoods. Among those from the most deprived parts of the country, the majority come to Westminster as the first in their family to attend university.<sup>7</sup>

IMD Quintile	No.	%	Parental HE		Yes		No		Not known	
			IMD Quintile		No.	%	No.	%	No.	%
Quintile 1	3563	22.9%	Quintile 1		853	23.9%	2204	61.9%	506	14.2%
Quintile 2	5440	35.0%	Quintile 2		1465	26.9%	3131	57.6%	844	15.5%
Quintile 3	3236	20.8%	Quintile 3		1183	36.6%	1595	49.3%	458	14.2%
Quintile 4	1954	12.6%	Quintile 4		858	43.9%	847	43.3%	249	12.7%
Quintile 5	1342	8.6%	Quintile 5		684	51.0%	523	39.0%	135	10.1%

Figure 13 English domiciled full-time UG recruitment by IMD quintile and parent/guardian experience of higher education 2018 to 2021

The University is in the top quartile for HE providers in terms of annual recruitment of care leavers and estranged students, indicating both Westminster's relative strengths in supporting these students and the greater difficulties that they may experience in gaining entry to more selective institutions.<sup>8</sup>



<sup>6</sup> Source: Internal HESA Student Return data

<sup>7</sup> Source: OfS APP data dashboard / supplementary individual files

<sup>8</sup> Source: SLC Estranged students & care leavers by HEP: AYs 2017/18 - 2023/24

*Figure 14 Distribution in the average annual number of SLC funded care leavers and estranged students recruited per higher education provider between 2018 and 2023*

Growing up in an area or culture where those around you mostly did not attend university, and from a family without a history of HE participation, is likely to increase the risks associated with an inequality in access to HE and this may be contributing to the disparities in experience outlined above. 77% of Westminster's 18-year-old Black students are recruited from the most deprived areas (IMD Q1-2), along with 62% of Asian and 67% of those from other non-White ethnicities, whilst 62% of Asian entrants were from families with no parental experience of HE [EORR Risks 1 and 2]. At the same time, material disadvantages can lead an otherwise qualified and sufficiently-informed potential applicant to decide against HE and 56% of the University's Black 18-year-olds and half of those from other non-White or Asian ethnicities were previously eligible for free school meals [EORR Risk 3].

Inequalities of opportunity stemming from financial disadvantage may also be limiting the range of courses that students feel are open to them. Despite making up 39% of the University's full-time undergraduate entrant population, just 26% of entrants to courses taught in Westminster's School of Arts and 27% and 30% respectively of those in the Schools of Media and Communications and Architecture and Cities were eligible for free school meals prior to joining the University. These three schools also have the lowest share of free school meal recipients among Black and Asian entrants independently and are second to fourth lowest (behind Humanities) for White students. This suggests that a student's financial situation might be impacting upon their course choice in a way that cuts across ethnic groups [EORR Risks 1 and 2].

## ON COURSE

The factors limiting specific student groups from acquiring the skills, knowledge, information and perceptions necessary to consider higher education as a viable option for them, will also be resulting in inequalities of opportunity when it comes to the likelihood of their successful progression through higher education.

Westminster's Black and mixed-ethnicity students continue into the second year and continue all the way to completion at rates that are consistently significantly below the average for the University for a whole; with continuation and completion rates especially low for male students in these ethnic groups. Similarly, students previously eligible for free school meals and those (particularly male students) from more deprived neighbourhoods experience lower rates of continuation and completion at Westminster<sup>9</sup> [EORR Risks 1, 2 and 5].

The risks associated with these inequalities may manifest as a lower likelihood that a student's previous educational experiences have afforded them sufficient preparation for the realities of pursuing a course of higher education, and there is evidence to this effect in play at Westminster. Less than 10% of Westminster's Black students entered with an International Baccalaureate or A-level grades of BCC or higher, whilst 39% entered having completed BTECs (with 19% achieving less than DDM). By comparison, 22% of White students entered with BCC+ and only 21% with BTECs.<sup>10</sup> These disparities in starting point are even more stark when comparing students from different socioeconomic backgrounds [EORR Risks 1 and 5].

<sup>9</sup> Source: OfS APP data dashboard / supplementary individual files

<sup>10</sup> Source: Internal HESA Student return data

IMD	HQE	A-levels (ABB or higher)	A-levels (BCC or higher) or international baccalaureate	A-levels (CDD or higher)	A-levels (DDD or lower), other level 3 qualification (105 tariff...)	HE-level	BTECs (at least DDM), or one A-level and two BTECs	BTECs (lower than DDM)	Access or foundation courses, or other level 3 qualification...	None, unknown or other entry qualifications
Quintile 1		1.9%	11.6%	14.7%	9.3%	7.1%	20.6%	16.8%	14.3%	3.7%
Quintile 2		1.9%	12.2%	14.3%	9.4%	8.0%	17.8%	16.3%	16.4%	3.7%
Quintile 3		2.9%	14.2%	14.9%	9.7%	9.5%	14.5%	13.7%	16.9%	3.7%
Quintile 4		4.5%	17.3%	14.9%	8.9%	12.0%	11.6%	11.0%	15.9%	3.8%
Quintile 5		7.2%	20.2%	16.6%	7.8%	15.3%	8.7%	8.3%	12.5%	3.3%
<b>Total</b>		<b>3.0%</b>	<b>14.0%</b>	<b>14.8%</b>	<b>9.2%</b>	<b>9.4%</b>	<b>16.0%</b>	<b>14.3%</b>	<b>15.6%</b>	<b>3.7%</b>

Figure 15 UK-domiciled UG continuation population (FT entrants 2015-2020; PT entrants 2014-2019) by IMD quintile and highest qualifications on entry

However, attainment- and aspiration-raising of potential students prior to the commencement of their courses and through the early stages of their higher education journeys, though valuable, are unlikely, in themselves, to address all risks of inequality of opportunity a student may encounter during their on-course experience. After accounting for course and student characteristics, including entry qualifications and subject choice, Black and mixed-ethnicity students are still significantly less likely than their White or Asian peers to continue into the second year or successfully complete the course.<sup>11</sup>

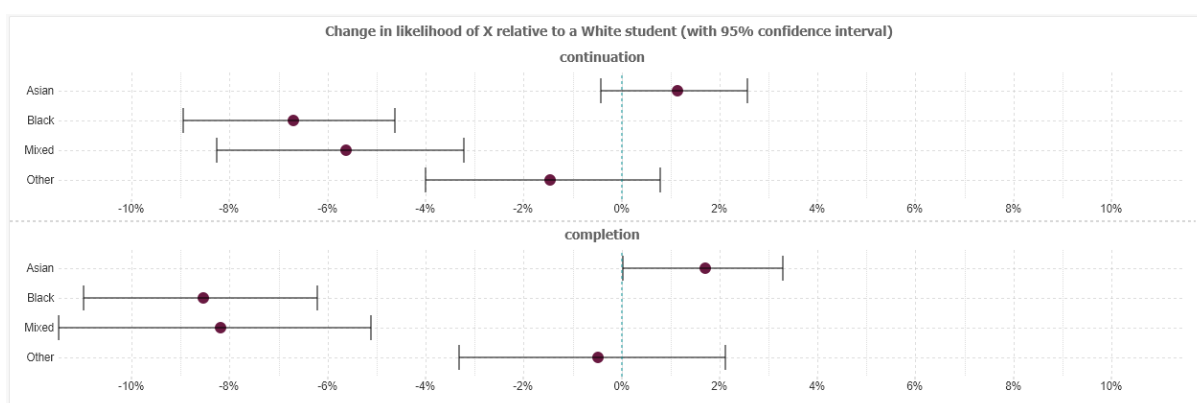


Figure 16 Estimated difference in likelihood of an Asian, Black, Mixed, or Other entrant still being active on the course or having completed the award one year (continuation) or four years (completion) after entry,<sup>12</sup> relative to a White entrant after controlling for course and student characteristics.

Similar differentials in outcomes exist between the experience of Westminster's free school meal and other students.

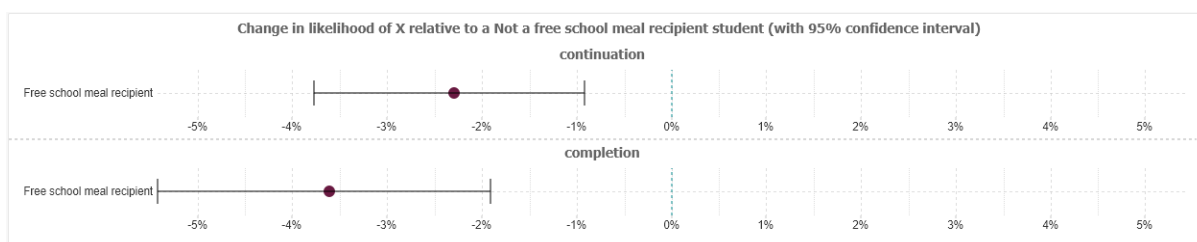


Figure 17 Estimated differences in the likelihood of a free school meal recipient continuing/completing at Westminster relative to a non-recipient after controlling for course and student characteristics.

Much of the attrition experienced at Westminster comes as a consequence of academic poor performance and the effect of this can often be seen right through to graduation. The University consistently awards fewer first class and good honours degrees to students of Asian, Black, Mixed and other ethnicities, to students

<sup>11</sup> Source: Internal analysis of internal HESA Student return data involving estimation of binary logistic regression coefficients for internal continuation/completion against course and student characteristics

<sup>12</sup> For PT entrants, the census dates are two and six years after entry respectively.

eligible for free school meals, and to those from the lowest IMD quintiles, with particularly low outcomes for male students from Asian, Black, Mixed and other ethnicities and disadvantaged groups.<sup>13</sup>

Sex	Female			Male		
Ethnicity (5-way)	Pop	Rate	Sig.	Pop	Rate	Sig.
Asian	3,365	70.5%	+	2,147	61.5%	-
Black	1,175	63.1%	+	794	51.4%	-
Mixed	660	75.6%	+	359	67.7%	-
White	3,625	82.8%	+	2,341	80.4%	-
Other	706	65.6%	+	305	54.8%	-

Sex	Female			Male		
IMD (5-way)	Pop	Rate	Sig.	Pop	Rate	Sig.
Quintile 1	1,946	68.9%	+	1,216	59.4%	-
Quintile 2	3,184	69.9%	+	2,004	62.8%	-
Quintile 3	1,972	74.7%	+	1,208	69.8%	-
Quintile 4	1,339	80.7%	+	868	75.0%	-
Quintile 5	1,093	87.0%	+	660	83.0%	-

Figure 18 Proportion of UK-domiciled graduates awarded a classified first degree that attained first or upper second class honours between 2016 and 2021

Furthermore, graduates from Asian, Black, Mixed and other ethnicities and those from socioeconomically disadvantaged backgrounds are significantly less likely to exit Westminster with the top degree classifications, even after controlling for their entry qualifications, subject of study and other demographic factors<sup>14</sup> [EORR Risks 6, 7, 8, 9, 10].

Westminster invests heavily in curriculum development and academic, personal, and financial support to help students from these disadvantaged groups overcome the additional challenges that they face to succeed on their courses. It is clear from this analysis, and from similar patterns across the sector,<sup>15</sup> that these challenges are systemic and deep rooted and that continuing investment along these lines is still very much required.

Many challenges exist that will impact upon a student's chances of successful progression through a course of higher education and particular types of students will face a disproportionately higher risk than others of being affected by these challenges. Several of these risks centre on competing commitments limiting a student's capacity to devote sufficient time to their studies. Part-time students at Westminster are significantly less likely than full-time students to continue beyond the first level of their courses (-12%) and are significantly less likely to complete (-10%), even after accounting for other differences between the two groups. Mature students are also significantly less likely to complete, with the seeming disadvantage greatest the older the student is upon first starting the course [EORR Risks 8, 10 and 11].

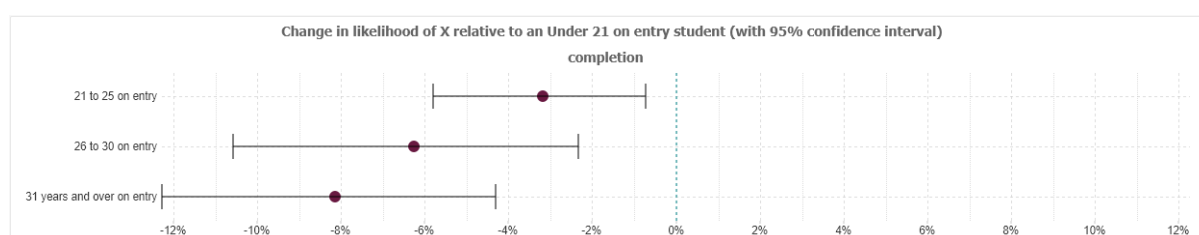


Figure 19 Estimated differences in the likelihood of a mature student completing at Westminster relative to a young entrant (under 21) after controlling for course and student characteristics.

Other students may face disproportionate obstacles relating to their ability and willingness to access appropriate academic and other resources that would support their progression through the course and the ability of the University to structure and direct its support in such a way as to reflect the realities of these students' experiences. Care leavers, first generation students, male students, and those with mental health conditions all complete courses at Westminster at rates that are significantly lower than would be expected based on their other course and student characteristics. In the 2023 National Student Survey, students with

<sup>13</sup> Source: Internal HESA Student return data

<sup>14</sup> Source: Internal analysis of internal HESA Student return data involving estimation of binary logistic regression coefficients attainment (good honours) against course and student characteristics

<sup>15</sup> For example, the OfS' Equality of Opportunity Risk Register

mental health conditions were significantly less likely to report that teaching staff had supported their learning well (68% compared to 81% of non-disabled respondents), whilst the University's Asian students were significantly less satisfied with the levels of teaching, academic support and the fairness and appropriateness of marking and feedback<sup>16</sup> [EORR Risks 6, 7 and 8].

For other measures of disadvantage, notably, IMD quintile and commuter student status, there is less evidence of significant variation in continuation and completion outcomes after controlling for course and student characteristics. However, this is not to say that students from areas of high levels of disadvantage and those commuting to campus from their permanent home address do not face additional challenges to their studies; both groups consistently continue and complete at lower rates at Westminster than other students. However, this suggests that it is not students' locations per se that are responsible for inequalities in opportunity, rather it is other factors that are present among these students at disproportionate rates that are the ultimate determinants of the greater risks. Students from poorer backgrounds (using FSM as a proxy) disproportionately live in the lowest IMD quintiles, while those with no parental experience of higher education are disproportionately more likely to be commuter students. Efforts to redress the inequalities of opportunity experienced by such students should, therefore, reflect the underlying nature of the challenges faced by these students. [EORR Risks 7, 8, 10 and 11] Likewise, what differences exist in the success rates for Westminster's students by religious identity seem to mostly be explained through covariance with other factors, such as ethnicity and home background. However, there is evidence of lower than usual completion among Muslim students even after accounting for other student and course characteristics.

## PROGRESSION

Ethnic-based differences in onward progression rates at Westminster are less pronounced than differences earlier in the student lifecycle. However, some differences do exist that could suggest that graduates from different ethnic groups may not have the same opportunities available to them.

Whilst Westminster's Black and Asian graduates are more likely than their White counterparts to progress into further academic study, they are also more likely to be unemployed 15 months after leaving and, of those who do progress into employment, a larger share are typically employed at below graduate level. These differences are especially pronounced in the intersection between sex and ethnicity. 59% of Westminster's White male graduates, and 77% of those employed, had succeeded in finding highly skilled employment within 15 months of completing their courses. For Asian female students, the equivalent rates are just 36% and 57%.<sup>17</sup> It is possible, therefore, that the higher observed rates of progression into postgraduate study for Westminster's Black and Asian leavers is, in part, motivated by a shortage of appropriate alternatives to continuing in education [EORR Risk 12].

Sex	Status Ethnicity (5-way)	In work (professional/managerial...)		In further study		Other positive outcome		In work (other level)		Unemployed		Other negative outcome	
		Pop	Rate	Pop	Rate	Pop	Rate	Pop	Rate	Pop	Rate	Pop	Rate
Female	Asian	563	36.1%	274	17.6%	88	5.6%	422	27.1%	159	10.2%	54	3.5%
	Black	226	40.9%	75	13.6%	30	5.4%	155	28.0%	55	9.9%	12	2.2%
	White	731	48.6%	189	12.6%	59	3.9%	379	25.2%	109	7.3%	36	2.4%
Male	Asian	465	45.5%	119	11.6%	52	5.1%	255	24.9%	108	10.6%	24	2.3%
	Black	193	50.6%	56	14.7%	16	4.2%	77	20.1%	31	8.1%	9	2.4%
	White	537	58.5%	90	9.8%	36	3.9%	156	17.0%	76	8.3%	23	2.5%

Figure 20 UK domiciled UG 2020-2024 Graduate Outcome respondents by outcome (selected ethnicities)

The reasons behind these differences are complex and reflect demand-pull as well as supply-push factors. One example of the latter being subject choice. For many subjects, progression rates for female Black and Asian graduates are at or above the rates attained by White female leavers. However, the subjects with

<sup>16</sup> Source: OfS' NSS 2023 internal static reports (provided via the NSS Results Portal)

<sup>17</sup> Source: Internal analysis of Graduate Outcomes responses



disproportionately large numbers of Black and Asian female students, notably law and medical sciences, also have the largest negative disparities in outcome for these students vis a vis White female students [EORR Risks 1, 2, 3 and 12].

Ethnicity (5-way)	Asian			Black			White		
	Pop	Rate	Sig.	Pop	Rate	Sig.	Pop	Rate	Sig.
architecture, building and planning	63	79.4%		18	67.4%	..	98	70.9%	
biological and sport sciences	123	63.1%		32	61.4%		35	48.6%	
business and management	290	49.2%	-	128	54.0%		260	61.7%	+
computing	79	59.0%		18	81.0%		21	66.7%	
design, and creative and perform...	70	60.5%		64	70.4%		381	62.5%	
historical, philosophical and reliqi...	28	41.8%		6	27.3%	..	35	52.9%	
language and area studies	77	63.2%		33	50.2%		98	69.2%	
law	213	67.9%		58	61.4%		93	79.4%	+
media, journalism and communic...	27	79.9%		38	72.7%		122	69.4%	
psychology	183	58.6%		31	46.3%		126	60.1%	
social sciences	169	48.8%		63	48.3%		136	61.5%	+
subjects allied to medicine	235	62.3%	-	62	68.7%		93	77.7%	+

Figure 21 Proportion of female UG graduates reporting being in highly skilled employment or further study by subject of award<sup>18</sup> from 2020-2024 Graduate Outcomes

Positive outcomes also seem harder to achieve for students from more disadvantaged backgrounds. Graduates who were previously eligible for free school meals progress into highly skilled employment or further study from Westminster at rates consistently around five to six percentage points lower than for other graduates. Likewise, there is an inverse relationship between a student's IMD quintile and their probability of positive onward progression, with rates between quintiles diverging further as we emerge from Covid-enforced constraints.<sup>19</sup>

The risks of a student failing to attain a positive graduate outcome occur well before the student attempts to secure a graduate position or onward study. The better the level of attainment achieved by a student the greater the likelihood that they will experience a positive outcome. As students from more disadvantaged backgrounds are less likely to attain top honours, this will result in inequalities of opportunity in terms of onward progression.

Furthermore, there is evidence that the drop off in progression rates between those awarded first-class honours and those with lower second or third-class awards is greater for those from more disadvantaged backgrounds. This could suggest that their more prosperous peers have, on the whole, greater access to resources, including professional networks, as well as the necessary information, expectations and experiences to ameliorate any impact of relatively low academic performance.

IMD (3-way)	IMD Q1-2			IMD Q3-4			IMD Q5		
	Pop	Rate	Sig.	Pop	Rate	Sig.	Pop	Rate	Sig.
Award classification (detailed)									
First class honours	798	71.7%		634	73.3%		264	77.2%	
Upper second class honours	1,736	61.5%	-	1,115	65.7%		328	66.6%	
Lower second class honours	902	55.8%		400	61.0%		61	62.1%	
Third class honours/Pass	132	58.7%		44	70.9%		12	63.8%	..

Figure 22 Proportion of UK-domiciled classified first degree graduates reporting being in highly skilled employment or further study by degree classification and IMD quintile from 2020-2024 Graduate Outcomes

Therefore, whilst efforts at attainment raising will undoubtedly help in providing disadvantaged students with the best foundation to secure a positive graduate outcome, increasing expectations, greater access to

<sup>18</sup> Subjects with fewer than ten responses are not shown

<sup>19</sup> Source: OfS APP data dashboard

information, and improving employability skills and experience for disadvantaged students will also be crucial in addressing the risks to progression for students from these groups [EORR Risks 1, 2, 6, 7, 10, 11 and 12].

There is little difference between the overall progression rates for Westminster's non-disabled graduates and those with most types of disability. After accounting for differences in award level, classification, and course and student characteristics, only those with a social or communication impairment have a significantly lower likelihood than non-disabled graduates of being in highly skilled employment or further study 15 months after graduation.<sup>20</sup> Graduates with social or communication impairments are also less likely to report that their post-graduation activity is meaningful.

In addition, there do appear to be differences in the nature of the progression. The University's disabled leavers are generally less likely to be employed after 15 months and more likely to be continuing their studies. Of those that do progress into employment, disabled graduates are more likely to be in graduate level positions. [EORR Risk 12]

Status	In work (professional/managerial)		In further study		Other positive outcome		In work (other level)		Unemployed		Other negative outcome	
	Pop	Rate	Pop	Rate	Pop	Rate	Pop	Rate	Pop	Rate	Pop	Rate
<b>Disability (6-way)</b>												
Social/communication impairment	15	31.1%	9	18.4%			16	32.1%	5	10.2%	4	8.2%
Cognitive/learning difficulties	122	47.4%	36	14.0%	10	3.9%	57	22.3%	26	10.1%	6	2.3%
Mental health condition	140	44.9%	38	12.2%	22	7.1%	61	19.8%	37	11.9%	13	4.2%
Sensory/medical/physical impairment	81	40.6%	38	19.1%	12	6.0%	45	22.7%	14	7.0%	9	4.5%
Multiple/other impairments	31	37.3%	16	19.5%	5	6.1%	15	18.8%	11	13.4%	4	4.9%
Not disabled	2,710	45.5%	811	13.6%	303	5.1%	1,444	24.2%	539	9.0%	150	2.5%

Figure 23 UK domiciled UG 2020-2024 Graduate Outcome respondents by outcome and disability type

By far the greatest determinant of a student's likelihood of progressing from Westminster into graduate level employment or further study is their sex. After accounting for differences in course, award and student characteristics, a male graduate at Westminster is more than ten percentage points more likely to achieve a positive progression outcome than their female counterparts. In all subjects except for languages, psychology and those allied to medicine (which have only small numbers of male graduates), progression rates are higher for male relative to female graduates. For most subjects, female graduates are not only less likely to be in professional/managerial employment within 15 months of graduation, are also less likely to be in further study, and are more likely to be employed below graduate level. Furthermore, the subjects with the highest shares of male graduates (e.g. architecture and computing) typically have higher rates of progression overall compared to those subjects in which female students dominate (psychology, languages, etc.) [EORR Risks 1, 2, 7, 11 and 12].

<sup>20</sup> Source: Internal analysis of internal Graduate Outcomes response data involving estimation of binary logistic regression coefficients for progression against course and student characteristics

## Additional Information: Part 1

A number of different measures have been identified by the OfS and others that are intended to capture one or more element of the multifaceted relative socioeconomic and cultural disadvantage faced by a student. Several of these measures pertain to the students themselves or to their household or family background (socioeconomic classification, household income, free school meal eligibility, etc.) whilst others are calculated at broader geographic levels and are assigned to a student according to the location of their permanent home address (IMD, TUNDRA, POLAR, IDACI (Income Deprivation Affecting Children Index)). Although each is intended to capture slightly different facets of disadvantage, the intention of each is to identify those students whose family background and socioeconomic situation make it harder for them to access and succeed in higher education as it and society is currently structured. Furthermore, there will be high levels of correlation between the different measures as, for instance, relative income will impact where an individual lives or whether or not they are eligible for free school meals.

Concerns over the appropriateness of any of these measures as reliable indicators of disadvantage are well documented. HEFCE's 2013 review of HESA's widening participation performance indicators led to the removal of socioeconomic classification from the published tables due to high levels of missing/unknown data and the perception of deliberate or inadvertent misreporting by students on their UCAS forms.<sup>21</sup> Similarly, Kounali et al (2008) concluded that free school meal eligibility "is not just a coarse indicator of socio-economic disadvantage but is also unreliable."<sup>22</sup> Household income data is limited in that this is dependent upon the student declaring the information to the SLC and so is available to the University only retrospectively, if at all.

Area-based measures are also limited as they do not assess a student's actual circumstances but, instead, attempt to infer these from where they live. This is likely to underreport deprivation in areas, particularly in cities, where people with very different financial situations will often reside side by side. For several area-based measures (POLAR, TUNDRA), relative disadvantage is calculated at the middle super output area level (MSOA). In some parts of the country, an MSOA might contain no more than a few thousand inhabitants, however, in London, the average population size of an MSOA is over 9,000, with parts of Newham, for example, containing almost 28,000 residents.<sup>23</sup> Often, within the same London MSOA, you will find areas with high levels of poverty alongside some of the wealthiest parts of the country. In the Westminster 002 MSOA, median household income in the east part of the area is 88% higher than the median income among those in the west.<sup>24</sup> Where an MSOA contains a diverse spread of households, an aggregated rate calculated to cover the entire area will tend towards a middling average. The high levels of disadvantage experienced by young people in the poorer parts of the area will be overlooked.

Of the area-based measures of relative disadvantage, the Index of Multiple Deprivations (IMD) – which is calculated at the smaller lower super output area level – is less susceptible to anti-urban bias. Furthermore, as a composite index of multiple facets of disadvantage, IMD will better identify the areas where residents are disproportionately encumbered by greater obstacles to successful access, progression and success in higher education than single-factor indicators such as POLAR and TUNDRA. 58% of Westminster's young English domiciled entrants come from addresses in IMD quintiles 1 or 2, but these quintiles account for 74% of entrants with free school meal eligibility, 60% of care leavers and 67% of entrants with household income of £25,000 or less. By contrast, free school meal recipients, care leavers and those with low household

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<sup>21</sup> Pollard et al (2013) 'How should we measure higher education? A fundamental review of the Performance Indicators', NatCen/IES [available at [https://dera.ioe.ac.uk/id/eprint/18967/2/2013\\_ukpireview2.pdf](https://dera.ioe.ac.uk/id/eprint/18967/2/2013_ukpireview2.pdf)]

<sup>22</sup> Kounali et al (2008) 'The probity of free school meals as a proxy measure for disadvantage', University of Bristol [available at <https://www.bristol.ac.uk/media-library/sites/cmm/migrated/documents/fsm.pdf>]

<sup>23</sup> Source: ONS 'Middle Super Output Area population estimates' September 2021

<sup>24</sup> Source: Greater London Authority 'Household Income Estimates for Small Areas' 2001/02 to 2012/13

income are no more likely to come from POLAR or TUNDRA quintiles 1 or 2 than the University's other entrants.<sup>25</sup> IDACI is also calculated at the LSOA level. However, as this is almost a subset of IMD there is a very high level of correlation between the rankings for the two measures (+90%). As such, little additional benefit would be gained from monitoring both measures separately and IMD is the better known of the two.

The OfS' newly developed associations between characteristics of students (ABCS) is a valuable tool in understanding how sets of characteristics can combine to have differing effects on the risks faced by students in access, success and progression in higher education. However, the inclusion of TUNDRA means that this will still be subject to the same biases outlined above. It also cannot be known in advance and so it would be difficult to identify and target interventions on for example, ABCS quintile 1 students.

For these reasons, the University proposes to use IMD as its primary indicator of socioeconomic and cultural deprivations for the purposes of setting targets and monitoring performance. However, where relevant and meaningful we may choose to target interventions against other specific groups deemed to be of elevated risk, such as free school meal recipients or those from low-income households, or for specific subsets of the these. Due to the high correlation between these factors and IMD, successful efforts in ameliorating risks for the former should be evident in a reduction of the gaps in terms of the latter.

## **Additional Information: Part 2**

Outputs from binary logistic regression analysis of Westminster's student, leaver and Graduate Outcome response population data. Definitions used for target populations, student and course characteristics and outcome and experience measures are, where possible, matched to standard OfS definitions,<sup>26</sup> with the following exceptions:

- i. The OfS' populations for continuation and completion exclude students who leave the provider and are found to be continuing their studies at another UK HEP. In this analysis, all students who leave the University without completing the award are treated as being withdrawn. The onward location of students who leave Westminster is not known by the University until provided by the OfS in the APP supplementary individual files; which are not available without significant lag. By focusing on the continuation of students *at* the University, this allows us to monitor performance and appraise the impact of interventions based on the current rather than historic student populations.
- ii. A small number of part-time other undergraduate entrants have been excluded from the continuation and completion populations. These students were registered on short courses (less than one year) where the teaching was provided by Westminster but the assessment conducted by a professional body (either the Institute of Legal Executives or the Association of Chartered Certified Accountants). As the University was not made aware of the outcomes of these assessments, no students could be returned to HESA with an award record and so, by definition, both courses would, by definition, have zero percent continuation/completion. The University stopped returning student enrolments on these courses to HESA in 2016/17 (ILEX) and 2018/19 (ACCA). Enrolments from earlier years have been excluded from the base populations to avoid bias in the estimated coefficients.

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<sup>25</sup> Source: OfS APP Source: OfS APP supplementary individual files; SLC Student Lists

<sup>26</sup> <https://www.officeforstudents.org.uk/data-and-analysis/student-outcome-and-experience-measures/documentation/>

Dependent variable		CONTINUATION				COMPLETION				GOODHONS			
Independent variables	Group	B	Sig.	Exp(B)	Likelihood	B	Sig.	Exp(B)	Likelihood	B	Sig.	Exp(B)	Likelihood
AGEONENTRY	1	-0.150	0.045	0.861	-0.022	-0.158	0.010	0.854	-0.032	0.189	0.015	1.208	0.051
	2	-0.147	0.183	0.863	-0.022	-0.298	0.001	0.742	-0.063	0.229	0.076	1.258	0.062
	3	-0.324	0.002	0.723	-0.051	-0.379	0.000	0.685	-0.081	-0.019	0.874	0.981	-0.005
	4	-22.073	1.000	0.000	-1.000	20.748	0.999	####	0.238	-	-	-	-
CAH1	1	-0.208	0.056	0.812	-0.030	-0.397	0.000	0.673	-0.066	-0.267	0.010	0.766	-0.055
	2	-0.165	0.057	0.848	-0.024	-0.931	0.000	0.394	-0.183	-0.999	0.000	0.368	-0.247
	3	0.064	0.446	1.066	0.009	-0.354	0.000	0.702	-0.059	-0.815	0.000	0.443	-0.194
	4	-0.082	0.230	0.922	-0.011	-0.365	0.000	0.695	-0.060	-0.203	0.003	0.817	-0.041
	5	-0.223	0.004	0.800	-0.033	-0.609	0.000	0.544	-0.109	-0.456	0.000	0.634	-0.100
	6	-0.197	0.009	0.821	-0.029	-0.760	0.000	0.467	-0.143	-0.188	0.017	0.829	-0.038
	7	-0.392	0.000	0.676	-0.061	-0.892	0.000	0.410	-0.174	-0.163	0.053	0.850	-0.033
	8	-0.665	0.000	0.514	-0.114	-0.575	0.000	0.563	-0.102	-0.079	0.584	0.924	-0.016
CARELEAVER3WAY	1	-0.477	0.004	0.620	-0.081	-0.692	0.000	0.501	-0.167	0.388	0.130	1.474	0.098
	2	-0.136	0.003	0.873	-0.021	-0.157	0.004	0.855	-0.033	-0.090	0.082	0.914	-0.026
COMMUTER	1	-0.013	0.747	0.987	-0.002	-	-	-	-	-	-	-	-
DISABILITYGRP	1	-0.133	0.192	0.876	-0.021	-0.090	0.353	0.914	-0.020	0.122	0.251	1.130	0.034
	2	-0.385	0.000	0.680	-0.066	-0.671	0.000	0.511	-0.168	-0.042	0.687	0.959	-0.012
	3	-0.020	0.876	0.980	-0.003	-0.054	0.687	0.948	-0.012	0.072	0.561	1.075	0.020
	4	0.191	0.454	1.210	0.027	0.451	0.136	1.570	0.083	0.120	0.669	1.128	0.034
	5	-0.218	0.307	0.804	-0.035	-0.394	0.026	0.674	-0.093	-0.309	0.187	0.734	-0.094
	6	-0.292	0.229	0.747	-0.048	-0.617	0.003	0.539	-0.153	-0.294	0.202	0.745	-0.089
ENTQUALGRPBPBROAD	1	0.107	0.424	1.113	0.012	0.296	0.004	1.345	0.042	-0.527	0.003	0.590	-0.044
	2	0.268	0.049	1.307	0.027	0.346	0.001	1.413	0.049	-1.104	0.000	0.332	-0.118
	3	-0.018	0.899	0.983	-0.002	0.099	0.399	1.104	0.015	-1.412	0.000	0.244	-0.171
	4	0.119	0.406	1.126	0.013	0.544	0.000	1.723	0.071	-1.405	0.000	0.245	-0.170
	5	-0.249	0.060	0.780	-0.031	-0.272	0.008	0.762	-0.047	-2.040	0.000	0.130	-0.308
	6	-0.502	0.000	0.605	-0.068	-0.748	0.000	0.473	-0.150	-2.464	0.000	0.085	-0.417
	7	-0.086	0.516	0.918	-0.010	-0.045	0.673	0.956	-0.007	-1.629	0.000	0.196	-0.215
	8	-0.418	0.005	0.658	-0.055	-0.429	0.001	0.651	-0.078	-1.732	0.000	0.177	-0.237
ETHNICITY5WAY	1	0.085	0.149	1.088	0.011	0.095	0.045	1.100	0.017	-0.523	0.000	0.593	-0.111
	2	-0.417	0.000	0.659	-0.067	-0.407	0.000	0.665	-0.085	-0.796	0.000	0.451	-0.181
	3	-0.357	0.000	0.699	-0.056	-0.392	0.000	0.676	-0.082	-0.435	0.000	0.647	-0.090
	4	-0.102	0.215	0.903	-0.015	-0.025	0.730	0.975	-0.005	-0.684	0.000	0.505	-0.151
	5	-0.413	0.005	0.661	-0.066	-0.432	0.000	0.649	-0.091	-0.570	0.002	0.565	-0.122
FREESCHOOLMEALS	1	-0.171	0.001	0.843	-0.023	-0.211	0.000	0.809	-0.036	-0.166	0.001	0.847	-0.041
	2	-0.099	0.132	0.906	-0.013	-0.274	0.000	0.760	-0.048	-0.198	0.002	0.820	-0.050
IMDQUINTILE2WAY	1	-0.041	0.319	0.960	-0.006	0.014	0.705	1.014	0.003	-0.212	0.000	0.809	-0.050
	2	-0.159	0.426	0.853	-0.024	-0.196	0.190	0.822	-0.041	-0.188	0.376	0.828	-0.044
LEVEL	1	-	-	-	-	0.146	0.260	1.158	0.056	-	-	-	-
	2	-	-	-	-	-0.481	0.036	0.618	-0.194	-	-	-	-
PARENTALED	1	-0.084	0.058	0.920	-0.012	-0.112	0.005	0.894	-0.022	-0.053	0.237	0.949	-0.013
	2	-0.076	0.208	0.927	-0.011	-0.091	0.070	0.913	-0.018	-0.265	0.000	0.767	-0.069
RELIGION	1	-0.045	0.814	0.956	-0.007	0.174	0.429	1.190	0.031	-1.325	0.000	0.266	-0.351
	2	-0.031	0.912	0.969	-0.005	-0.227	0.646	0.797	-0.046	0.089	0.752	1.093	0.017
	3	0.170	0.011	1.186	0.026	0.173	0.173	1.189	0.031	-0.192	0.003	0.825	-0.040
	4	-0.060	0.696	0.942	-0.010	-0.114	0.691	0.892	-0.023	0.079	0.575	1.082	0.015
	5	-0.354	0.304	0.702	-0.063	-1.297	0.036	0.273	-0.337	0.148	0.727	1.159	0.028
	6	0.134	0.048	1.143	0.020	-0.048	0.678	0.953	-0.009	-0.168	0.011	0.845	-0.035
	7	0.347	0.112	1.414	0.049	0.329	0.410	1.389	0.057	-0.175	0.246	0.839	-0.036
	8	-0.106	0.421	0.899	-0.018	-0.161	0.546	0.852	-0.032	-0.126	0.394	0.882	-0.026
	9	0.170	0.146	1.186	0.026	0.086	0.706	1.090	0.016	-0.055	0.634	0.946	-0.011
SEXID2WAY	1	-0.331	0.000	0.718	-0.048	-0.337	0.000	0.714	-0.067	-0.194	0.000	0.824	-0.052
STARTMODE3WAY	1	-0.658	0.000	0.518	-0.122	-0.449	0.000	0.638	-0.105	0.808	0.000	2.243	0.189
	2	1.344	0.064	3.834	0.124	-	-	-	-	19.991	0.999	####	0.403
YEAR	1	0.058	0.392	1.060	0.008	-0.126	0.084	0.881	-0.030	-1.143	0.000	0.319	-0.380
	2	-0.068	0.723	0.935	-0.010	-0.144	0.053	0.866	-0.034	-1.387	0.000	0.250	-0.462
	3	-0.288	0.154	0.750	-0.047	-0.073	0.308	0.930	-0.017	-0.909	0.001	0.403	-0.298
	4	0.023	0.911	1.023	0.003	-0.114	0.118	0.892	-0.027	-0.793	0.003	0.452	-0.257
	5	-0.275	0.170	0.760	-0.045	0.061	0.773	1.063	0.014	-0.886	0.001	0.412	-0.290

Variable	Reference group	Groups	1	2	3	4	5	6	7	8	9
AGEONENTRY	Under 21 on entry		21 to 25 on entry	26 to 30 on entry	31 years and over on entry	Unknown	-	-	-	-	-
CAH1	Art and media		Humanities	Law	Architecture	Business	Psychology and social sciences	Biological sciences	Engineering and computing	Combined studies	-
CARELEAVER3WAY	Not a care leaver		Care leaver	Not known / not applicable	-	-	-	-	-	-	-
CLASSIFICATION	1st		2:1	2:2	3rd	Unclassified	Not applicable	-	-	-	-
COMMUTER	Other		Commuter	-	-	-	-	-	-	-	-
DISABILITYGRP	No known impairment, health condition or learning difference		Cognitive or learning difference	Mental health condition	Sensory, medical or physical impairment	Social or communication impairment	An impairment, health condition or learning difference not listed	Multiple impairments, health conditions or learning differences	-	-	-
ENTQUALGRPBOARD	A-levels (ABB or higher)		A-levels (BCC or higher) or International baccalaureate	A-levels (CDD or higher)	A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	HE-level	BTECs (at least DDM), or one A-level and two BTECs	BTECs (lower than DDM)	Access or foundation courses, or other level 3 qualification (66 tariff points or higher)	None, unknown or other entry qualifications	-
ETHNICITYSWAY	White		Asian	Black	Mixed	Other	Not known	-	-	-	-
FREESCHOOLMEALS	Not a free school meal recipient		Free school meal recipient	Not known / not applicable	-	-	-	-	-	-	-
IMDQUINTILE2WAY	IMD Q3-5		IMD Q1-2	Unknown / non-UK	-	-	-	-	-	-	-
LEVEL	5		6	7	-	-	-	-	-	-	-
PARENTALED	Other		First generation	Not known	-	-	-	-	-	-	-
RELIGION	No religion		Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Any other religion or belief	Prefer not to say	Not available
SEXID2WAY	Female (incl. other)		Male	-	-	-	-	-	-	-	-
STARTMODE3WAY	Full-time		Part-time	Apprenticeship	-	-	-	-	-	-	-
YEAR (CONTINUATION/ATTAINMENT)	2016		2017	2018	2019	2020	2021	-	-	-	-
YEAR (PROGRESSION)	2017		2018	2019	2020	-	-	-	-	-	-



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

### Introduction

Making evidence-led decisions concerning the interventions put in motion as part of our APP is crucial. This annex provides further details regarding the literature and evidence that has been used to help identify and justify our APP interventions. Items are discussed in alphabetical order following the last/family name of the first author. To illustrate the dialogue between intervention and evidence foundation, each entry has been assigned one or multiple APP (i.e., Access; Continuation, Completion, Attainment; and/or Progression) and/or EDI (i.e., equality, diversity, and/or inclusion) category(ies). To clarify the intervention that a piece of literature/evidence relates to, the intervention category (i.e., Access to Higher Education), name, as well as type (i.e., [Workshops]) are listed. An “in-text reference” is also provided for those interested in reading the intervention strategy alongside this annex.

Details are also provided for the origin of the evidence source. For example, published research conducted in an academic setting other than the University of Westminster has been categorised as “external,” while that conducted by Westminster’s academic staff, Business Intelligence and Institutional Research team, among others, has been classified as “internal.” Our interventions are informed by a combination of external, national reports and local, institutional research demonstrates our commitment both to what works generally whilst grounding them in our people and our places.

**Abley, Matthew and Scott Rawlinson. “Future Ready Mentoring: An Assessment of Impact and Effectiveness.” University of Westminster – Institutional Research. (2024).**

*Aim:* The paper analyses quantitative and qualitative data concerning the three strands of Westminster’s Future Ready Mentoring programme.

<i>Findings</i>	Westminster’s Future Ready Mentoring (FRM) initiative features three programmes: Ask a Mentor (AaM), Career Ready Mentoring (CRM), and Group Mentoring (GM). Collectively, these programmes are designed to develop and imbue participating students with the skills they need to build their professional network and gain insight into the world of work. Given UoW’s institutional objectives and emphasis on employability, FRM programmes allow students to connect with experienced mentors with industry knowledge and networks. This report presents an analysis of qualitative and quantitative findings from the 2021-22 academic year through 2023-24. Examination of the available data revealed instructor helpfulness/support and knowledge/skills gain to be the major themes emerging from the qualitative responses, though disaggregation did uncover specific group patterns, such as the importance of industry “insiders” for recent graduates participating in AaM. Additionally, on balance, the quantitative data analysis highlighted that all programmes demonstrate a positive impact on participating students’ confidence and awareness of employability and other related topics, with the effect size ranging from small to moderate. However, the analysis did highlight several discrepancies between what students hoped to discuss during their mentoring sessions and what came to fruition. Overall, the findings were positive. Nevertheless, several suggestions have been provided with the aim of enhancing the programme and data collection.
<i>Source origin (internal/external)</i>	Internal

<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression into the labour market, further study, and other destinations after leaving higher education: <ul style="list-style-type: none"> <li>Targeted Groups [Mentoring]</li> </ul>
<i>In-text reference</i>	Abley and Rawlinson, 2024

**Anthony, Anna.** “‘What works’ and ‘what makes sense’ in Widening Participation: an investigation into the potential of university-led outreach to raise attainment in schools.” Doctor of Philosophy (PhD) thesis, University of Kent. (2019).

*Aim:* The thesis aimed to evaluate the targeting and effectiveness of university-led outreach activities in overcoming the attainment barrier encountered by disadvantaged students, and to understand the specific activities universities use to raise attainment.

<i>Findings</i>	Using data from the Higher Education Access Tracker (HEAT), this research identifies mis-targeting of outreach resources, albeit with a cautiously positive impact on student attainment. Qualitative analysis revealed that Academic Tutoring by Student Ambassadors to be a common activity, though its efficacy is theoretically questionable. The study concludes that there should be a reduction in the stringency of requirements to demonstrate impact, which may encourage more creative outreach activities, and for the HEAT system/service to be used for monitoring rather than predictive evaluation.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: ACCESS</b> <b>EDI: INCLUSION</b>
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>Pre-16 Attainment-Raising Activity [Summer School]</li> <li>Pre-16 Attainment-Raising Activity [Outreach Collaboration]</li> <li>Pre-16 and Post-16 Attainment-Raising Activity [Outreach Collaboration]</li> </ul>
<i>In-text reference</i>	Anthony, 2019

**Armstrong, C.** “An evaluation of initiatives implemented to support undergraduate students’ transition into Higher Education at one post-1992 university.” *Fields: journal of Huddersfield student research* 1, 1 (2015): 422-437.

*Aim:* To understand the value of supporting students in the transition to higher education.

<i>Findings</i>	Using questionnaires and focus groups with students, the study highlights the challenges faced by post-1992 universities in supporting a diverse student body in the transition to higher education, as well as the positive impact of initiatives such as opportunities for social integration in induction programs, and the positive impact of course social network sites overseen by course teams on student transition. Importance is placed on pre-entry and first-year engagement for helping students make proactive decisions, develop realistic expectations, and integrate socially and academically.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: ACCESS</b>

<i>Intervention(s) and [type]</i>	Access to Higher Education: • Westminster Transitions 2024-2026 [Workshops]
<i>In-text reference</i>	Armstrong, 2015

**Ayoobzadeh, Mostafa. “The impact of frequency of contact on protégé mentoring outcomes: the moderating effects of protégé general self-efficacy and face-to-face interaction.” *Human Resource Development international* 22, 4 (2019): 385-404.**

*Aim:* To investigate the impact of mentoring as a Human Resource Development (HRD) intervention on individuals' early career decision-making.

<i>Findings</i>	The study highlights the positive impact of the frequency of contact between mentors and protégés on career decision self-efficacy (CDSE_ development and satisfaction with mentoring.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: • Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]
<i>In-text reference</i>	Ayoobzadeh, 2019

**Barton, Emma and Elizabeth Bates. “That Extra Sparkle’: students’ experiences of volunteering and the impact on satisfaction and employability in higher education.” *Journal of Further and Higher Education* 43, no.4 (2019): 453-466.**

*Aim:* To investigate the impact of volunteering activities on students' learning, employability, and satisfaction.

<i>Findings</i>	Based on focus groups with psychology graduates from a UK university, the research found that participants perceived volunteering to enhance their employment and postgraduate prospects. The study also recommended embedding volunteering activities within the curriculum.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression into the labour market: • Volunteering [Work Experience]
<i>In-text reference</i>	Barton and Bates, 2019

**Bland, Becca. “It’s All About The Money: The Influence of Family Encouragement, Accommodation Struggles and Homelessness on Student Success in UK Higher Education.” *Widening Participation and Lifelong Learning* 20, 3 (2018): 68-89.**

*Aim:* To understand the challenges faced by estranged students in accessing secure accommodation and experiences of (the risk of) homelessness.

<i>Findings</i>	Estranged students often grapple with homelessness during their academic journey, as conventional student housing can prove financially unattainable. This can lead to disconnection from both the university community and peers,
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	hindering their ability to fully engage in academic life. These pressures can also contribute towards lower retention rates and hinder overall student success.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>Estranged Student's Bursary [Financial Assistance]</li> </ul>
<i>In-text reference</i>	Bland, 2018

**Bonner, Hailey J., Kai Sheng Wong, Rhianna K. Pedwell. "A short-term peer mentor/mentee activity develops Bachelor of Science students' career management skills." *Widening Participation and Lifelong Learning* 20, 3 (2018): 68-89.**

*Aim:* To evaluate a peer mentoring activity that focused on work-capability development of undergraduates.

<i>Findings</i>	Study found that participation in the peer mentoring activity led to changes in student self-awareness and development of their career management skills.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Bonner, Wong and Pedwell, 2018

**Brennan, J., Z. Blaskó, Brenda Little and A. Woodley. "UK graduates and the impact of work experience." A report to the Higher Education Funding Council for England by the Centre for Higher Education Research and Information (CHERI) – The Open University. (2002).**

*Aim:* To understand the relationship between work experience during higher education and post-graduation experiences in the UK labour market.

<i>Findings</i>	Work experience during higher education, particularly when related to study, has a positive effect on employment outcomes for UK graduates. Positive associations were observed in areas such as preparing graduates for work and meeting their expectations. Large amounts of work experience unrelated to study have a negative impact on employment outcomes about 3 ½ after graduation.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Work Based (and Placement) Learning (WBL) Project [Work Experience]</li> </ul>
<i>In-text reference</i>	Brennan et al., 2002

**Brewer, Gayle, Emily Urwin and Beth Witham. "Disabled student experiences of Higher Education." *Disability & Society* (2023): 1-20.**

*Aim:* To understand the complexity of the disabled student experience.

<i>Findings</i>	Analysing online forum posts, this research identified six themes for policy makers to appreciate to understand the complexity of disabled student experience and where to focus measures to improve those experiences. The six identified themes were: 1) impact on education; 2) isolation from peers; 3) seeking advice and support; 4) barriers to assistance and accommodations; 5) impact of accommodations; and 6) providing guidance and support.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> EQUALITY, INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>Disability Access Scholarship [Financial Assistance]</li> </ul>
<i>In-text reference</i>	Brewer, Urwin and Witham, 2023

**British Council. *Broadening Horizons: Addressing the needs of a new generation. British Council. (2017).***

*Aim:* Survey series that examines the drivers for and barriers to study abroad of UK students.

<i>Findings</i>	Found that primary motivators for overseas study were a desire for travel, cultural experiences, language development, institutional partnerships, and increased personal confidence. Financial costs, distance, language skills, and the perceived quality of education in the UK were identified as major obstacles.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Westminster Working Cultures International [Multi-Intervention Activity]</li> <li>Westminster Working Cultures UK Intervention [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	British Council, 2017

**Broglia, E., A. Millings and M. Barkham. "Challenges to addressing student mental health in embedded counselling services: a survey of UK higher and further education institutions." *British Journal of Guidance & Counselling* 46, 4 (2018): 441-455.**

*Aim:* In surveying embedded student counselling services, the research aimed to identify: a) service similarities, b) factors impacting those services, c) characteristics of service users, and d) the use of therapeutic technology.

<i>Findings</i>	Found an increasing demand for high-intensity support, arguing that this reflects the severity of student mental health needs. Additionally, the study highlighted concerns about the length of waiting times for students to be seen and the potential impact on their mental health. It also identified a shortfall in the collection of routine outcome data, as well as a growing interest in alternative support, particularly in mobile phone apps to support student mental health.
<i>Source origin (internal/external)</i>	External

<i>APP/EDI category</i>	<b>APP: CONTINUATION, COMPLETION</b>
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Mental Health Specialist Mentoring Service [Mentoring]</li> </ul>
<i>In-text reference</i>	Broglia, Millings and Markham, 2018

**Bryant, Kirsty. “Personal Tutor Focus Groups Report.” University of Westminster – Institutional Research. (2021).**

*Aim:* To understand student perceptions and experiences of Personal Tutors at the University of Westminster.

<i>Findings</i>	This study found that while not all students had an accurate understanding of the Personal Tutor role, the majority knew the name of their Personal Tutor. The ‘ideal’ Personal Tutor was described as open-minded, willing to listen, knowledgeable about the support services available at Westminster, as well as being supportive and able to provide academic and career advice. Students want an informal and friendly relationship with their Personal Tutor. Participants also cited a desire for more support through their studies and for the support to reflect changes in their development throughout the academic years. Students also highlighted topics to be added to Personal Tutors’ questions related to academic, employability and wellbeing: 1) How are you finding your modules, 2) How is your career journey going, 3) How are you feeling generally?
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP: COMPLETION, ATTAINMENT</b>
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>• WeThrive – Personal Tutoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Bryant, 2021a

**Bryant, Kirsty. “Westminster Working Cultures.” University of Westminster – Institutional Research. (2021).**

*Aim:* To identify areas for improvement in the Westminster Working Cultures (WWC) UK online programme.

<i>Findings</i>	Gaining knowledge and experience were main motivators for attendees. There is a greater scope for academics to be influencers of student applications for WWC. Pre-event communications should make clear the aims and content of sessions. Ensure resources are suitable for those with colour-blindness/visual impairment and that speakers can be viewed for lip-reading. Provide feedback to unsuccessful applicants.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b> <b>EDI: INCLUSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Westminster Working Cultures UK Intervention [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	Bryant, 2021b

**Cambruzzi, Wagner, Sandro Jose Rigo and Jorge L.V. Barbosa. “Dropout Prediction and Reduction in Distance Education Courses with the Learning Analytics Multirail Approach.” *Journal of Universal Computer Science* 21, 1 (2015): 23-47.**

*Aim:* Article discusses a learning analytics system developed to tackle retention issues in Distance Education courses at university.

<i>Findings</i>	Using a Brazilian high school course involving 5,921 students, the learner analytics system used a Multirail approach to handle data, this enabled data visualisation, predictions about discontinuation, support for remedial action, and text analysis. The implementation of the system demonstrated an average of 87% precision in discontinuation prediction and an 11% reduction in rates of withdrawal after the execution of remedial actions. The results indicate that the system can effectively predict behaviours associated with disengagement and that proactive engagement with those at risk can reduce withdrawal rates.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION
<i>Intervention(s) and [type]</i>	CONTINUATION: <ul style="list-style-type: none"> <li>• Learner Analytics</li> </ul>
<i>In-text reference</i>	Cambruzzi, Rigo and Barbosa, 2015

**Campbell, Anne C. and Aryn R. Baxter. “Exploring the attributes and practices of alumni associations that advance social change.” *International Journal of Educational Development* 66 (2019): 164-172.**

*Aim:* To examine how higher education alumni associations organise to influence social change.

<i>Findings</i>	A multi-case study examining alumni associations in Georgia, Ghana, and Mongolia and their ability to influence social change. Study includes the insight that ‘through international student mobility, individuals gain skills, knowledge, and attitudes that can be applied to their work and engagement in their home society.’
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Westminster Working Cultures International [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	Campbell and Baxter, 2019

**Cantafio, G.U. “An exploration of teaching diverse students in a higher education institution in the UK: A case study of a University in London.” *Equity in Education & Society* 0, no.0 (2024).**

*Aim:* To examine how universities can leverage the insights of students to directly shape institutional policies and practices.



<i>Findings</i>	Paper examines how to create an inclusive culture and promote diversity, as well as improve recruitment and support for BAME students and staff. It was found that mentorship programs can facilitate inclusivity, such as pairing BAME students with experienced staff.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION <b>EDI:</b> DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualifications and attainment: <ul style="list-style-type: none"> <li>• EDI Leads and School EDI Champions [Curriculum]</li> </ul>
<i>In-text reference</i>	Cantafio, 2024

**Centre for the Study of the Production of the Built Environment (ProBE). *Women in Construction, Wood and Forestry: A Resource Toolkit for Gender Equality at Work*. University of Westminster. (2023).**

*Aim:* To investigate women's experiences in the construction, wood and forestry industry based on a survey sent to 77 unions representing the industry across Europe.

<i>Findings</i>	The survey focused on the obstacles women in the industry face, as well as the solutions needed to increase recruitment and retention. There is presently limited focus on supporting the recruitment, retention, and career progression of women in the industry, as well as a narrow understanding of potential solutions. A broader approach is needed that includes stakeholder engagement, establishing women's networks, better data, and a growth in female role models to increase industry understanding of what needs to be done.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Apprenticeships [Mode of Study]</li> </ul>
<i>In-text reference</i>	ProBE, 2023

**CFE Research. "The impact of Uni Connect on intermediate outcomes for learners." Department of Education. (2023).**

*Aim:* The report assesses changes in the knowledge, attitudes, and intentions towards HE progression of secondary school learners and the influence of the Uni Connect programme on these outcomes.

<i>Findings</i>	The study found that Uni Connect positively influences learner outcomes when delivered as a multi-intervention approach, though the level of change is limited due to an existing reservoir of knowledge held by students. It was also found that learners who engage in such activities believe that HE will lead to better employment prospects and the development of valuable life skills. While the Uni Connect programme can be seen to support people from diverse backgrounds into HE, more research is required to understand its efficacy fully.
<i>Source origin (internal/external)</i>	External

<i>APP/EDI category</i>	<b>APP: ACCESS</b> <b>EDI: INCLUSION</b>
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Pre-16 Attainment-Raising Activity [Summer School]</li> <li>• Pre-16 Attainment-Raising Activity [Outreach Collaboration]</li> <li>• Pre-16 and Post-16 Attainment-Raising Activity [Outreach Collaboration]</li> </ul>
<i>In-text reference</i>	CFE Research, 2023

**Chester, Andrea, Lorelle J. Burton, Sophie Xenos and Karen Elgar. “Peer Mentoring: Supporting successful transition for first year undergraduate psychology students.” *Australian Journal of Psychology* 65, 1 (2013): 30-37.**

*Aim:* To examine the effectiveness of a mentoring programme supporting the transition of first year psychology students.

<i>Findings</i>	This study found that proactive interventions in the first semester of first year can enhance important aspects of learning and increase success for undergraduate psychology students. The mentoring program led to significant positive changes in aspects of student success, psychological literacies, and grades.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: COMPLETION, ATTAINMENT</b>
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>• Peer Support Academic Representation &amp; FANS [Curriculum]</li> </ul>
<i>In-text reference</i>	Chester et al., 2013

**Cocks, Errol, Stian H. Thoresen and Elinda Ai Lim Lee. “Pathways to Employment and Quality of Life for Apprenticeship and Traineeship Graduates with Disabilities.” *International Journal of Disability, Development and Education* 62, 4 (2015): 422-437.**

*Aim:* To understand the graduate employment outcomes of apprenticeships and traineeships for adults with disabilities.

<i>Findings</i>	Employment, employee benefits, and satisfaction with work and social connections are associated with positive quality of life outcomes for people with disabilities. People with disabilities face disadvantaged positions in the labour market. Apprenticeships and traineeships lead to positive graduate employment outcomes and career pathways for adults with disabilities.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: ACCESS</b>
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Apprenticeships [Mode of Study]</li> </ul>
<i>In-text reference</i>	Cocks, Thoresen and Lee, 2015

**Collings, R., V. Swanson and R. Watkins. “The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education.” *Higher Education* 68 (2014): 927-942.**

**Aim:** Bridging the gap between theory, practice and evaluation, the study provides an evaluation of a peer mentoring scheme within UK universities.

<i>Findings</i>	The study found that peer mentored individuals showed higher levels of integration to university. Additionally, the study found that four times as many non-peer mentored students had seriously considered leaving university compared to peer mentored students.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION, COMPLETION, ATTAINMENT
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Peer Support Call Centre Service [Mentoring]</li> </ul> Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>• Peer Support Academic Representation &amp; FANS [Curriculum]</li> </ul>
<i>In-text reference</i>	Collings, Swanson and Watkins, 2014

**Costa, Cristina, Yvette Taylor, Claire Goodfellow and Sidonie Ecochard. “Estranged students in higher education: navigating social and economic capitals.” *Cambridge Journal of Education* 50, 1 (2019): 107-123.**

**Aim:** To understand estranged students’ accounts of their experience of higher education.

<i>Findings</i>	Family is seen as a cornerstone of student support. When students do not have this support, it puts them at a disadvantage. Based on interviews with 21 students, this study heard accounts of financial anxiety; that estranged students choose to enrol in central, urban universities partly because of an assumption that jobs are easier to find; and that such students live with the risk of homelessness owing to challenges associated with securing affordable accommodation.  Whilst the Estranged Students Bursary does not tackle the issue of securing affordable accommodation, it does aim at easing at least some of the financial anxiety and enable students to have a positive experience in HE.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Estranged Student’s Bursary [Financial Assistance]</li> </ul>
<i>In-text reference</i>	Costa et al., 2019

**Costley, C., A. Abukari. *Work-based learning impact study*. Higher Education Academy. (2010).**

**Aim:** To synthesise outputs from work-based learning research projects at six higher education institutions.

<i>Findings</i>	Higher education programmes positively impact both employers and employees. The benefits extend to the exchange and generation of new knowledge in the workplace. Additionally, supporting employee development, either in short business-focused programs or full higher education programmes, strengthens the human capital of organisations.
<i>Source origin (internal/external)</i>	External

<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Work Based (and Placement) Learning (WBL) Project [Work experience]</li> </ul>
<i>In-text reference</i>	Costley and Abukari, 2010

**Crawford, Claire. “The link between secondary school characteristics and university participation and outcomes.” Department of Education (2014).**

*Aim:* To document the relationships between a variety of secondary school characteristics and HE participation rates and university outcomes.

<i>Findings</i>	The study revealed significant disparities in HE participation rates based on school characteristics. The largest gaps are seen in school selectivity, with students from selective state schools (i.e., grammar schools) being significantly more likely to attend university compared to those from non-selective schools. These disparities diminish when controlling for student background characteristics and Key Stage (KS) scores, suggesting that differences in HE participation are largely explained by the qualifications, subjects, and grades achieved at KS4. The study concludes that the key role of secondary schools in influencing HE participation is through improving KS4 attainment, rather than through direct encouragement or application assistance. Therefore, widening participation efforts should focus on helping students make optimal choices and achieve high grades at KS4 to enhance their long-term educational outcomes.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: ACCESS</b> <b>EDI: INCLUSION</b>
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Pre-16 Attainment-Raising Activity [Summer School]</li> <li>• Pre-16 Attainment-Raising Activity [Outreach Collaboration]</li> <li>• Pre-16 and Post-16 Attainment-Raising Activity [Outreach Collaboration]</li> </ul>
<i>In-text reference</i>	Crawford, 2014

**Davis, Shannon N., and Rebecca M. Jones. “Understanding the role of the mentor in development research competency among undergraduate researchers.” *Mentoring & Tutoring: Partnership in Learning* 25, 4 (2017): 68-89.**

*Aim:* To investigate the characteristics and impact of mentor-mentee relationships in the context of undergraduate research and creative activities.

<i>Findings</i>	The study highlights the significance of active mentoring practices in shaping students’ perceptions of their competence as scholars, highlighting the importance of the mentor-mentee relationship.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>

<i>Intervention(s) and [type]</i>	Progression <ul style="list-style-type: none"> <li>Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Davis and Jones, 2017

**(Academic) de Silva, Daniela, Elantha Evans, Clare Robertson, (Student) Huda Nur Binti Ashari, Asher Olobia, Bibi Rohomun, Rupinder Ryait, ‘Imaginative Empathy: Towards Inclusive Pedagogies.’ University of Westminster – Institutional Research (2020-2021).**

*Aim:* To determine the ways in which the practice of empathy in teaching and learning could help to diversify the curricula and support more inclusive pedagogic approaches.

<i>Findings</i>	Most students who participated considered empathy an essential component of teaching and learning practices.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION, ATTAINMENT <b>EDI:</b> DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualifications and attainment: <ul style="list-style-type: none"> <li>Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum]</li> </ul>
<i>In-text reference</i>	de Silva et al., 2021

**Edwards, M. “The impact of placements on students’ self-efficacy.” *Higher Education, Skills and Work-Based Learning* 4, 3 (2014): 228-241.**

*Aim:* To investigate the relationship between work placements and employability, through an analysis of the impact of a work placement on students’ self-efficacy.

<i>Findings</i>	Work placement has a positive impact on students’ self-efficacy, especially in relation to their confidence in making applications and/or attending interviews, as well as in articulating their skills and strengths.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Work Based (and Placement) Learning (WBL) Project [Work Experience]</li> </ul>
<i>In-text reference</i>	Edwards, 2014

**Evans, Carl and Zatun Najahah Yusof. “Volunteering: A viable alternative work experience for university students.” *Industry and Higher Education* 37, no.1 (2022): 110-120.**

*Aim:* To discuss the potential of volunteering as an alternative to traditional work placements for university students.

<i>Findings</i>	The paper analyses job advertisements for volunteer positions to ascertain whether they specify the transferable skills desired by candidates or how these can be developed once in the role. It concludes by highlighting the potential of volunteering as a viable alternative to traditional work placements.
<i>Source origin (internal/external)</i>	External

<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression into the labour market: <ul style="list-style-type: none"> <li>• Volunteering [Work Experience]</li> </ul>
<i>In-text reference</i>	Evans and Yusof, 2022

**Green, D.O. “Integrating Equity, Diversity, and Inclusion into the DNA of Public Universities: Reflections of a Chief Diversity Officer.” *Campus Diversity Triumphs (Diversity in Higher Education)* 20 (Leeds: Emerald Publishing Limited, 2018): 185-199.**

*Aim:* The author shares their personal experience as a Chief Diversity Officer at public universities in North America, and discusses the challenges and importance of such work.

<i>Findings</i>	Based on the personal experience of the author, this paper argues that diversity efforts can make a difference for students, faculty, and staff.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualifications and attainment: <ul style="list-style-type: none"> <li>• EDI School Leads and EDI School Champions [Curriculum]</li> </ul>
<i>In-text reference</i>	Green, 2018

**Harrison, Neil, “Patterns of participation in higher education for care-experienced students in England: why has there not been more progress?” *Studies in Higher Education* 45, 9 (2020): 1986-2000.**

*Aim:* To map participation in HE of care-experienced students in England and make recommendations on action for progress.

<i>Findings</i>	Care-experienced students in England tend to experience educational disruption and lower educational outcomes, on average, compared to their peers. This study synthesises three datasets to map the HE participation of this population. In summary, care-experienced people enter HE more than previously thought, but remain significantly less likely to participate than other young people; and they tend to enrol later, with less prestigious qualifications and to lower status institutions. Recommends that more work be done to ‘level the playing field’, and that efforts to increase participation be more focused on alternative pathways into HE, given that they tend to enter later.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Care Leavers Bursary [Financial Assistance]</li> </ul>
<i>In-text reference</i>	Harrison, 2020

**Jackson, Denise and Michael Tomlinson. “The relative importance of work experience, extra-curricular and university-based activities on student employability.” *Higher Education Research & Development* 41, 4 (2021): 1119-1135.**

*Aim:* To examine student participation in and perceptions of employability-related activities.



<i>Findings</i>	Using survey data from an Australian and UK university, this study found that the more employability-related outcomes were aligned with desired career outcomes, the greater importance they were ascribed by participants. In this study, the activities that participants undertook were valued for boosting a range of employability-related facets, including networks, learning about future career, and profile attractiveness to employers.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Extra-Curricular Employer-Focused Programmes – (Employ Autism, Inclusive Futures: Insights, Volunteering, Explore Teaching, Events) [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	Jackson and Tomlinson, 2021

**Jayaprakash, Sandeep M., Erik W. Moody, Eitel J.M. Lauria, James R. Regan and Joshua D. Baron. “Early Alert of Academically At-Risk Students: An Open Source Analytics Initiative.” *Journal of Learning Analytics* 1, 1 (2014): 6-47.**

*Aim:* To analyse the effectiveness of an Open Source Analytics Initiative to detect academically at-risk students using predictive models.

<i>Findings</i>	The research highlighted the importance of early intervention and the effectiveness of predictive models. The study focused on the detection of academically at-risk students using machine learning algorithms. It concluded that while early identification and timely interventions can improve outcomes for students that ethical consideration and accurate models are essential.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: CONTINUATION</b>
<i>Intervention(s) and [type]</i>	CONTINUATION: <ul style="list-style-type: none"> <li>Learner Analytics</li> </ul>
<i>In-text reference</i>	Jayaprakash et al., 2014

**Jones, D.C., M.M. Campbell and K. Acheson, “Intercultural learning in semester-long study abroad: A comparative analysis of the effectiveness of one-on-one versus group-mentored interventions.” *Journal of Excellence in College Teaching* 30, 4 (2019): 7-35.**

*Aim:* To understand the effectiveness of mentorship in study abroad.

<i>Findings</i>	Analysing pre-test/post-test results, this study corroborates existing evidence which suggests that mentorship in study abroad enhances gains in intercultural development.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b> <b>EDI: DIVERSITY</b>
<i>Intervention(s) and [type]</i>	Progression:

	<ul style="list-style-type: none"> <li>• Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Jones, Campbell and Acheson, 2019

**Kosoko-Lasaki, Omofolasade, Roberta Sonnino and Mary Lou Voytko. “Mentoring for women and underrepresented minority faculty and students: experiences at two institutions of higher education.” *Journal of the National Medical Association* 98, no.9 (2006): 1449-59.**

*Aim:* To describe the mentoring efforts at two HE institutions aimed at assisting women and BAME faculty and students.

<i>Findings</i>	Mentoring programmes at the two institutions have been effective in supporting women and minority faculty (n = > 50) and students (n = 130) in their academic pursuits. The number of participants in these programmes has increased over the years, and the programme appears to be successful, particularly in the short-term, though there is need for further evaluation.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Targeted Groups [Mentoring]</li> </ul>
<i>In-text reference</i>	Kosoko-Lasaki, Sonnino and Voytko, 2006

**Law, Bill and A.G. Watts. *The DOTS Analysis. National Institute for Careers Education and Counselling.* (2003).**

*Aim:* To establish a model for the facilitation of careers education.

<i>Findings</i>	Law and Watts argue that there are four careers education tasks that each student should complete and that facilitate the development of: 1) opportunity awareness, 2) self-awareness, 3) decision learning, and 4) transition learning. The authors also contend that the opportunities covered in careers education should encompass more than educational and occupational opportunities, such as leisure, community, family and other non-occupational roles.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	PROGRESSION: <ul style="list-style-type: none"> <li>• Westminster Employability Award [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	Law and Watts, 2003

**Linceviciute, Skaiste, Damien Ridge, Nina Smyth, Tina Cartwright, Ilham Sebah, Kirsty Bryant and Joe Woolston. *Added Value Report: University of Westminster Transformation in Students Project.* University of Westminster – Institutional Research. (2021)**

*Aim:* Based on focus groups and interviews with undergraduates, postgraduates, and alumni at the University of Westminster, the report explores their experiences and identifies important value and qualities for future success.

<i>Findings</i>	While the transition into university life was exciting and successful, some faced challenges which led to feelings of frustration or loneliness, highlighting the need for additional support. Many students expressed a desire for increased support in applying their skills and knowledge in real-life situations to enhance their employability. During their time at Westminster, many students felt included and formed meaningful connections, although some postgraduates faced challenges in socialising due to time constraints within their courses, leading to feelings of isolation. Students reported various strategies for coping with stress, including resilience, maintaining goals, and seeking support from family, friends, or professional services. Confidence emerged as a crucial aspect, with students emphasising its significance for both professional success and personal development. Regardless of confidence levels, students recognised the positive impact of a supportive environment at Westminster in helping them develop desired skills and qualities.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP: COMPLETION, ATTAINMENT</b>
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>• Peer Support Academic Representation &amp; FANS [Curriculum]</li> </ul>
<i>In-text reference</i>	Linceviciute et al., 2021

**Markle, Robert S., Tyrslai M. Williams, Kristen S. Williams, Karin H. de Gravelles, Diola Bagayoko and Isiah M. Warner. 'Supporting Historically Underrepresented Groups in STEM Higher Education: The Promise of Structured Mentoring Networks,' *Hypothesis and Theory 7* (2022): 1-14.**

*Aim:* The aim of the research was to address disparities in STEM retention and graduation rates between underrepresented and their peers by investigating the potential of structured mentoring.

<i>Findings</i>	This study argues that network-based mentoring approaches can alleviate barriers to success among STEM students from underrepresented groups.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Targeted Groups [Mentoring]</li> </ul>
<i>In-text reference</i>	Markle et al., 2022

**Martin, A., M. Rees and M. Edwards. *Word integrated learning. A template for good practice: Supervisors' reflections.* (2011).**

*Aim:* To understand the relationship between mentoring and employability competencies.

<i>Findings</i>	Study found that mentoring nurtures employability skills development in students, as well as their ability to apply those skills.
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<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Martin, Rees and Edwards, 2011

**McKnight, Stella, Sarah-Louise Collins, David Way and Pam Iannotti. “Case study: establishing a social mobility pipeline to degree apprenticeships.” *Higher Education, Skills and Work-Based Learning* 9, 2 (2019): 149-163.**

*Aim:* To build a pipeline between those currently failing to progress to, or engage with, degree apprenticeships and employers seeking higher skills and a broader pool of applicants.

<i>Findings</i>	Analysing a range of collaborative initiatives and related research in England, this case study establishes how to build effective partnerships. Furthermore, it shows how effective targeted interventions can help under-achieving groups, included those in social care and women in digital enterprises.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Apprenticeships [Mode of Study]</li> </ul>
<i>In-text reference</i>	McKnight et al., 2019

**MillionPlus. *Learning with the lights off: students and the cost-of-living crisis. MillionPlus* (2022).**

*Aim:* To analyse and generate findings from the 2022 Student Academic Experience Survey.

<i>Findings</i>	Part of the context for the 2022 Student Academic Experience Survey was the unfolding cost of living crisis. MillionPlus’ analysis found existing packages of financial assistance, announced by the UK government in 2022, fail to help students. Those hardest hit are most likely to come from traditionally underrepresented groups, with Black and mature students being two groups most at-risk of immediate financial hardship. Additionally, students from lower socio-economic backgrounds, areas of lower rates of higher education participation, as well as students who live at home or commute to campus are also more likely to be at-risk.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION <b>EDI:</b> EQUALITY, INCLUSION
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Cost of Living Support Scheme [Financial Assistance]</li> </ul>
<i>In-text reference</i>	MillionPlus, 2022

**Muldoon, Robyn. “Recognizing the enhancement of graduate attributes and employability through part-time work while at university.” *Active Learning in Higher Education* 10, 3 (2009): 237-252.**

**Aim:** To detail the outcomes of an institutional award for student development through extra-curricular activity, focusing on the impact of part-time work on the development of graduate attributes and employability, as well as the benefits of institutional recognition of such.

<i>Findings</i>	Found that part-time work is a useful avenue for the development of graduate attributes and enhancement of employability. Additionally, that students benefit from institutional recognition of extra-curricular achievement while at university. Although a small study, the author notes that the notion of recognising and rewarding student development through part-time work is transferable.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Talent Bank [Work Experience and Workshops]</li> </ul>
<i>In-text reference</i>	Muldoon, 2009

**Nawaz, Raheel, Ernest Edem Edifor, Samantha Reive Holland, Qi Cao and Leo Shixiong Liu. “The impact of degree apprenticeships: analysis, insights and policy recommendations.” *Transforming Government: People, Process and Policy* 17, 3 (2022): 372-386.**

**Aim:** To analyse and present up-to-date peer-reviewed evidence on the impact of degree apprenticeships on social mobility and productivity and their influence on future policy.

<i>Findings</i>	Analysing over 4,000 data points covering qualitative and quantitative approaches, the article demonstrates that degree apprenticeships are meeting their intended purpose of contributing positively to the UK Government’s high-level goals for productivity and social mobility. Degree apprenticeships improve the effectiveness of partnerships between stakeholders, provide a professional highly-skilled workforce, serve as an intervention for under-achieving groups, and provide an environment for healthy competition between training providers.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> Access
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Apprenticeships [Mode of Study]</li> </ul>
<i>In-text reference</i>	Nawaz et al., 2022

**Neves, Jonathan and Rose Stephenson. *Student Academic Experience Survey 2023*. (2023).**

**Aim:** To provide comprehensive data on the academic experience of full-time undergraduates in UK institutions.

<i>Findings</i>	Survey results indicated that 76% of students felt that the cost-of-living crisis has affected their studies. 50% reported their studies being impacted “a little”, while 26% that they were affected “a lot.” 6% of students reported not being affected at all. The report also identified that students whose studies are more likely to be significantly affected by the cost of living are: <ul style="list-style-type: none"> <li>• Those working 10+ hours of paid employment;</li> <li>• Older students, above 26 years of age;</li> <li>• First-in-family students;</li> <li>• Those with caring responsibilities;</li> </ul>
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	<ul style="list-style-type: none"> <li>Students with a trans identity or trans history; and</li> <li>Care experienced students.</li> </ul>
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION <b>EDI:</b> EQUALITY, INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>Care Leavers Bursary [Financial Assistance]</li> </ul> Continuation in the study of higher education: <ul style="list-style-type: none"> <li>Living Expense Support Scheme [Financial Assistance]</li> <li>Cost of Living Assistance Scheme [Financial Assistance]</li> </ul>
<i>In-text reference</i>	SAES, 2023

**Office for National Statistics. “Outcomes for disabled people in the UK: 2021.” ONS. (February 2022).**

*Aim:* To provide statistical information on outcomes for disabled people across numerous areas of life (i.e., education, employment, social participation, housing etc.).

<i>Findings</i>	Identified that around half of disabled people aged 16 to 64 years (53.5%) in the UK were in employment compared with around 8 in 10 (81.6%) for non-disabled people (July to September 2021). Disabled people with severe or specific learning difficulties (26.2%), autism (29.0%), and mental illness (30.1%), had the lowest employment rates.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS, PROGRESSION <b>EDI:</b> EQUALITY, INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>Disability Access Scholarship [Financial Assistance]</li> </ul> Progression: <ul style="list-style-type: none"> <li>Extra-Curricular Employer-Focused Programmes – (Employ Autism, Inclusive Futures: Insights, Volunteering, Explore Teaching, Events) [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	ONS, 2022

**Office for Students, “Meeting the mental health needs of students.” Office for Students. (2023)**

*Aim:* Briefing looks at the likelihood of students reporting mental health conditions based on several characteristics, as well as their effects on continuation, completion, attainment, and progression.

<i>Findings</i>	Differences in outcomes are observed in continuation, completion, and progression rates between students with and without reported mental health conditions. While overall rates for students without mental health conditions tend to be higher, the gaps have narrowed in recent years. Mature full-time entrants are more likely to report a mental health condition, with continuation rates increasing for young students with reported mental health conditions but remaining static for mature students. Students eligible for Free School Meals have lower rates overall. Across different socio-economic indicators, such as IMD and TUNDRA, students with reported mental health conditions consistently have lower rates.
<i>Source origin (internal/external)</i>	External

<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION <b>EDI:</b> EQUALITY, INCLUSION
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Peer Support Call Centre Service [Mentoring]</li> </ul>
<i>In-text reference</i>	OfS, Meeting the mental health needs of students

**Ojha, Pallavi, Asad Raja, Angela Sun, Chloe AGG, Julie Varley and Linda Stringer. “Creating a Module to Empower Engineering Students to Become Champions for Equality, Diversity and Inclusion.” 25<sup>th</sup> International Conference on Engineering and Product Design Education 7-8 September 2023, Elisava University School of Design and Engineering, Barcelona, Spain.**

*Aim:* The paper describes the creation of an optional EDI module for mechanical engineering students at Imperial College London.

<i>Findings</i>	The module was designed via a student-staff partnership to empower students to become EDI Champions in the engineering industry as it was identified that there was a lack of diversity in the field. No evaluation of the project at present, though it was reported that attendance and engagement were high.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualifications and attainment: <ul style="list-style-type: none"> <li>• EDI Schools Leads and EDI School Champions [Curriculum]</li> </ul>
<i>In-text reference</i>	Ojha et al., 2023

**O’Keefe, P. “A Sense of Belonging: Improving Student Retention.” *College Student Journal* 47 (2013): 605-613.**

*Aim:* To explore the causes and solutions of student attrition.

<i>Findings</i>	Study explores the causes and solutions of student attrition in a non-UK context. Nevertheless, it highlights key risk factors which have echoes in the UK, such as mental ill health, disability, socioeconomic status, and ethnicity. Developing a sense of belonging was identified as the critical factor in reducing attrition, and that this can be fostered by creating a caring, supportive, and welcoming environment through positive student-staff relationships, a well-resourced counselling centre, as well as encourage of diversity and difference.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION, COMPLETION, ATTAINMENT <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Mental Health Specialist Mentoring Service [Mentoring]</li> </ul> Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>• Peer Support Academic Representation &amp; FANS [Curriculum]</li> </ul>
<i>In-text reference</i>	O’Keefe, 2013

**Osho, Yaz. “Report on embedded EDI Pilot and Project.” University of Westminster – Institutional Research. (2022-2023).**



**Aim:** To embed EDI into the curriculum and to diversity content, cases, and frames of reference through co-creation with staff (and student where possible).

<i>Findings</i>	The pilot embedded EDI on two Level 6 business modules, and eight module leaders participated in the embedded EDI project. EDI was embedded through positioning statements, learning outcomes, reading lists, EDI checklists, and through invitation diverse guest speakers. The pilot was received positively by colleagues who stated their knowledge and understanding of EDI had improved as a result. Staff (n=7) reports on their perceptions of embedding EDI on students' learning stated that students: broadened their perspectives of ethics on business and Corporate Social Responsibility; were enabled to gain new skills and increase their motivation.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION, ATTAINMENT <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum]</li> </ul>
<i>In-text reference</i>	Osho, 2023a

**Osho, Yaz. "SOES [School of Organisations, Economy and Society] BAME Attainment Gap Project." University of Westminster – Institutional Research. (2021).**

**Aim:** To understand the BAME attainment gap in the SOES at the University of Westminster.

<i>Findings</i>	Based on quantitative data and analysis of relative performance of BAME students compared to their White peers, as well as the perspectives of staff and BAME students in the SOES, this study found that staff and students want curricula that is inclusive, diversified, and includes relatable content.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION, ATTAINMENT <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualification and attainment: <ul style="list-style-type: none"> <li>Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum]</li> </ul>
<i>In-text reference</i>	Osho, 2021

**Osho, Yaz. "Staff and Student Disability and Wellbeing: Review of service provision and staff responses to workshop and training needs." University of Westminster – Institutional Research. (2022-2023).**

**Aim:** To identify issues and concerns related to staff and student disability and wellbeing at the University of Westminster, and to identify areas of focus for workshops and training.

<i>Findings</i>	Review identified and listed the range of existing support available regarding disability and wellbeing for students and staff at Westminster.  Adopting an open-ended survey method, the research gathered views from staff members from one of the university's schools. The findings highlighted the need for a better understanding amongst staff of student disability and wellbeing issues, as well as clarity about referral and disclosure procedures.
<i>Source origin (internal/external)</i>	Internal

<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Peer Support Call Centre Service [Mentoring]</li> <li>• Mental Health Specialist Mentoring Service [Mentoring]</li> </ul>
<i>In-text reference</i>	Osho, 2023b

**Raman, Evren and Sam Raphael. “Locating the Award Gap(s).” University of Westminster – Institutional Research. (2023).**

*Aim:* To identify the structural location(s) and distribution(s) of several different award gaps

<i>Findings</i>	Identified sustained ethnicity award gaps when considering both “first-class” and “good degree” classification. Assessment type identified as a key variable in award gaps, as well as assessment percentage. Changes to Mitigating Circumstances during the Covid-19 pandemic partially explain narrowing of award gap in this period.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> ATTAINMENT, PROGRESSION <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Targeted Groups [Mentoring]</li> </ul> See also, “Risks to equality of opportunity and objectives”.
<i>In-text reference</i>	Raman and Raphael, 2023

**Rawlinson, Scott. ““Little Islands”: Challenges and Opportunities for Student Carers at the University of Westminster.’ University of Westminster – Institutional Research. (2023).**

*Aim:* To build a qualitative evidence base via the voice of student carers highlighting the challenges and opportunities they face at the University of Westminster.

<i>Findings</i>	This research used a series of semi-structured one-to-one interviews to explore areas of challenge and opportunity experienced by student carers (i.e., carers of ill relatives, student parents, and sibling carers). The study found that support mechanisms benefitting carers could include introduction of a Carers’ Passport covering reasonable adjustments and priority vis-à-vis selection of seminar times, financial support in the form of a student carers bursary, as well as colleague training and guidance. Such interventions may contribute towards the building of student-colleague and student-institution trust.  This report also highlighted how efforts to enhance a sense of belonging amongst student carers may act to improve their overall experience in HE.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Peer Support Call Centre Service [Mentoring]</li> <li>• Mental Health Specialist Mentoring Service [Mentoring]</li> </ul>
<i>In-text reference</i>	Rawlinson, 2023a

**Rawlinson, Scott and Jo Alexander. “Perspectives on Student (Dis)Engagement and Continuation (Academic and Support Colleagues.” University of Westminster – Institutional Research. (2023).**

*Aim:* To understand the perspectives of academic and support colleagues at the University of Westminster with regards to drivers of (dis)engagement and (non)continuation.

<i>Findings</i>	<p>The research highlighted a need for an increased focus on first-year experience, particularly the transition from secondary school into undergraduate level. Raising levels of academic preparedness through academic study skills and other support may contribute towards student continuation and degree completion.</p> <p>Participants, many of whom performed a role as a Personal Tutor, expressed the challenges of working with students presenting complex needs without professional qualifications to deal with some issues. This raised the need for a clear demarcation of the Personal Tutor role and effective signposting pathways.</p>
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP: CONTINUATION, COMPLETION, ATTAINMENT</b>
<i>Intervention(s) and [type]</i>	<p>Continuation in the study of higher education qualifications:</p> <ul style="list-style-type: none"> <li>• Peer Support Call Centre Service [Mentoring]</li> <li>• Mental Health Specialist Mentoring Service [Mentoring]</li> <li>• Personal Tutoring and Student Engagement and Attendance Team [Mentoring and Information, Advice and Guidance]</li> </ul> <p>Completion of the study of higher education qualifications and attainment:</p> <ul style="list-style-type: none"> <li>• Curriculum Design (Inclusive Course Design and Authentic Assessment) [Curriculum]</li> <li>• WeThrive – Personal Tutoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Rawlinson, 2023b

**Rodger, Susan, Paul F. Tremblay. “The Effects of a Peer Mentoring Program on Academic Success Among First Year University Students.” *The Canadian Journal of Higher Education* 33, 3 (2003): 1-18.**

*Aim:* To understand the effect of peer mentoring on academic success.

<i>Findings</i>	<p>The primary finding from this research was that mentored students who continued to participate mid-way through the second semester had significantly higher final grades than did students in the control group. Additionally, students with elevated anxiety levels in the mentored group demonstrated achievement levels comparable to low-anxiety participants. In contrast, students in the control group with high anxiety performed worse in terms of achievement compared to their low anxiety counterparts.</p>
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: COMPLETION, ATTAINMENT</b>
<i>Intervention(s) and [type]</i>	<p>Completion of the study of higher education qualification and attainment:</p> <ul style="list-style-type: none"> <li>• Peer Support Academic Representation &amp; FANS [Curriculum]</li> </ul>
<i>In-text reference</i>	Rodger and Tremblay, 2003

**Roy, Vicky and Patricia A. Brown. "Baccalaureate Accounting Student Mentors' Social Representations of their Mentorship Experiences." *The Canadian Journal for the Scholarship of Teaching and Learning* 7, 1 (2016).**

*Aim:* To explore and describe the social representations of second and third year Baccalaureate accounting students regarding their experiences in mentoring first year account students.

<i>Findings</i>	Mentoring experience provided participants with opportunities to develop soft-skills, particularly interpersonal and communication skills. Additionally, it enhanced participants' leadership capacities. The research concludes that experience gained from the mentorship program is transferable to the workplace.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]</li> </ul>
<i>In-text reference</i>	Roy and Brown, 2016

**Simm, David, Alan Marvell, Heather Winlow and Rebecca Schaaf. "Student experiences of foundation degrees in further and higher education." *Planet* 24,1 (2011): 2-9.**

*Aim:* To explore the experiences of students undertaking foundation degrees in Further and Higher Education in the UK.

<i>Findings</i>	The study notes that foundation degrees were introduced to address skills gaps and enhance graduate employability, widen participation, and provide a route in Honours degrees. It found that students choose this option for various reasons, including lower entry requirements and their vocational focus. However, students face challenges, such as those related to belonging. Nevertheless, foundation degrees have helped to raise students' self-esteem and confidence, as well as providing them with practical skills. The study recommends a more linked up approach between HE institutions and Further Education colleges.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: ACCESS</b>
<i>Intervention(s) and [type]</i>	Access: <ul style="list-style-type: none"> <li>• Foundation Course Provision [Mode of Study]</li> </ul>
<i>In-text reference</i>	Simm et al., 2011

**Smith, Sally G., Ella Taylor-Smith, Colin F. Smith, and Gemma Webster. "The impact of work placement on graduate employment in computing: outcomes from a UK-based study." *International Journal of Work-Integrated Learning* 19, 4 (2018): 359-369.**

*Aim:* To investigate the experience of computing graduates in the workplace, specifically exploring the impact of undergraduate work placements on graduate employment.

<i>Findings</i>	Graduates benefitted from work experience financially, earning more than those who had not completed placements and found graduate positions more quickly and were more likely to be in work than those who had graduated without completing a placement.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Work Based (and Placement) Learning (WBL) Project [Work experience]</li> </ul>
<i>In-text reference</i>	Smith et al., 2018

**Spacey, Rachel and Rebecca Sanderson. “Estranged students in UK higher education: insights from two qualitative research studies.” (2021). In: *Delivering the Public Good of Higher Education: Widening Participation, Place and Lifelong Learning*.**

*Aim:* To explore the experiences of estranged students in HE, based on two institutionally funded, qualitative research studies.

<i>Findings</i>	Found that some estranged students had issues accessing student maintenance loans, highlighting the challenge of proving they are irreconcilably estranged from their parents. Estranged students have to rely on employment and, at times, borrowing money from any source they can. Cost of accommodation is a major concern. Additionally, the experience of being estranged can have a negative impact on student experience. Holidays can be an isolating experience for estranged students who often remain on campus when other students have returned home.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Estranged Student’s Bursary [Financial Assistance]</li> </ul>
<i>In-text reference</i>	Spacey and Sanderson, 2021

**Student and Academic Services. *Careers and Employability Service (CES) Annual Report 2022-23*. University of Westminster. (2023).**

*Aim:* To provide details of the activities undertaken by the CES in the academic year 2022-2023.

<i>Findings</i>	Report provides a breakdown and links related to CES activities over the 2022-2023 academic year. For example, the account of the Early Careers Support Programme includes a summary of communication activities, as well as links to Graduate Success Stories.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Early Careers Support Programme [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	SAS, 2023

**Suárez, Carmen, Myron R. Anderson and Kathryn S. Young. “The Changing Role and Contributions of Campus Diversity Offices and Their Influence on Campus Culture.” *Metropolitan Universities* 29, no.1 (2018): 64-76.**

*Aim:* Examines how two universities have adapted national efforts to advance EDI, with a focus on the role of Campus Diversity Officers.

<i>Findings</i>	The paper found that diversity officers and initiatives are part of an ‘infrastructure for continuous learning and improvement’ at the two universities. The initiatives address people at different stages of their professional development and recognise the need to address educational inequities and improve the recruitment and retention of students and staff. Campus Diversity Officers and Chief Diversity Officers are leaders in driving these changes.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> COMPLETION <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Completion of the study of higher education qualifications and attainment: <ul style="list-style-type: none"> <li>• EDI Schools Leads and EDI School Champions [Curriculum]</li> </ul>
<i>In-text reference</i>	Suárez, Anderson and Young, 2023

**Universities UK International. *Gone International: expanding opportunities*. UUKi. (2018).**

*Aim:* To compare the academic attainment and employment outcomes of mobile and non-mobile first degree undergraduate students.

<i>Findings</i>	Finds that there has been an increase in the number of students going abroad. Additionally, that 3.6% of graduates that went abroad were unemployed compared to 4.4% of graduates that did not; that students from disadvantaged backgrounds have lower unemployment rates; but also, that students from disadvantaged backgrounds are less likely to go abroad than their more advantaged peers. For, example, only 5.1% of students from low-socio-economic backgrounds spent time overseas compared to 8.7% for their more-advantaged peers.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Short-term study, work and volunteering abroad [Mode of Study and Financial Assistance]</li> </ul>
<i>In-text reference</i>	UUKi, 2018

**Universities UK International. *Short-term mobility, long-term impact: inclusive international opportunities of less than four weeks*. UUKi. (2021).**

*Aim:* To review the impact and benefits of short-term mobility programmes and to identify models of good practice.

<i>Findings</i>	Using student focus groups and surveys, the report identifies what attracts students to short-term international mobility; what the existing barriers to participation are; generates ideas about how to increase participation; and makes several recommendations to support universities in developing and implementing effective strategies and best practice for short-term programmes. Key findings include the positive impact of short-term mobility on academic, employment, soft skills, and personal development dimensions. Overall, the programmes were viewed as life-changing and enriching, contributing towards personal and professional growth.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Short-term study, work and volunteering abroad [Mode of Study and Financial Assistance]</li> </ul>
<i>In-text reference</i>	UUKi, 2021

**Universities UK International. *Widening Participation in UK Outward Student Mobility: A picture of participation.* UUKi. (2017).**

*Aim:* To understand gaps in participation through comparing different student groups.

<i>Findings</i>	Students who engage in international experiences such as work, study, or volunteering tend to attain higher academic degrees and secure improved employment opportunities. However, not all students participate in outward mobility at the same rate.  Project focused on five student demographics: 1) students from low socio-economic backgrounds; 2) students from low participation neighbourhoods; 3) black and minority ethnic students; 4) students with disabilities; and 5) students who are care leavers. Report found that all five student groups were underrepresented in mobility and that for students who were in more than one of the target groups, the participation rate was even lower.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Short-term study, work and volunteering abroad [Mode of Study and Financial Assistance]</li> </ul>
<i>In-text reference</i>	UUKi, 2017

**Venegas-Muggli, Juan I., Carolina Barrientos and Fernando Alvarez. "The Impact of Peer-Mentoring on the Academic Success of Underrepresented College Students." *Journal of College Student Retention: Research, Theory & Practice* 25, no.3 (2023): 554-571.**



**Aim:** This study evaluates the impact of the peer-mentoring program implemented by a Chilean HE institution.

<i>Findings</i>	This study found that students who participated in a peer-mentoring program received better average grades and had better retention rates and attendance levels than those who did not. It was specifically aimed at freshmen and used a quantitative quasi-experimental design and Propensity Score Matching to compare outcomes for those in receipt of the mentoring and those not.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: PROGRESSION</b>
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>Targeted Groups [Mentoring]</li> </ul>
<i>In-text reference</i>	Venegas-Muggli, Barrientos and Alvarez, 2023

**Webber, Louise. “Using capital, habitus and field to explore Foundation Year students’ Higher Education experiences.” *Journal of Further and Higher Education* 48, 1 (2024): 110-124.**

**Aim:** To explore the experiences of Foundation Year students during the Covid-19 pandemic, focusing on the challenges and the drivers of their success.

<i>Findings</i>	The research found that the Foundation Year programme had a transformative impact on the academic identities and self-perception of learners. As such, the Foundation Year serves as a pathway to a degree as well as raising students’ personal expectations regarding succeeding in Higher Education. The study suggests that well-structured programmes can contribute towards breaking down barriers of inequality and facilitate social mobility by developing student capital.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP: ACCESS</b>
<i>Intervention(s) and [type]</i>	Access: <ul style="list-style-type: none"> <li>Foundation Course Provision [Mode of Study]</li> </ul>
<i>In-text reference</i>	Webber, 2024

**We Speak. *We Speak and Westminster impact report. We Speak.* (2023).**

**Aim:** To provide outcomes and impact from the Autumn 2023 round of the We Speak programme.

<i>Findings</i>	Programme outcomes included increased confidence in speaking at an average of 40% across 24 student participants from the University of Westminster. Programme also saw the training of six peer mentors. Students also worked with mentors from a range of industries.
<i>Source origin (internal/external)</i>	External/Internal

<i>APP/EDI category</i>	<b>APP:</b> PROGRESSION <b>EDI:</b> DIVERSITY
<i>Intervention(s) and [type]</i>	Progression: <ul style="list-style-type: none"> <li>• Early Careers Support Programme [Multi-Intervention Activity]</li> </ul>
<i>In-text reference</i>	We Speak, 2023

**Wilson, Jacqueline Z., Andrew Harvey and Philip Mendes. “Changing lives: improving care leaver access to higher education.” *Oxford Review of Education* 45, 4 (2019): 573-586.**

*Aim:* Examines the processes, outcomes and key findings of the Raising Expectations project aimed at promoting higher education among care leavers at two Australian universities.

<i>Findings</i>	This research is based on interviews with care-leavers. Whilst the title refers to access to higher education, some of the findings are relevant to participation and continuation. Acknowledging that the study concerns the context Australian higher education, the findings suggest the important role to be played by financial aid for care-leavers, the report stating that ‘generous and reliable financial support is required to assist care leavers entering’ higher education.
<i>Source origin (internal/external)</i>	External
<i>APP/EDI category</i>	<b>APP:</b> ACCESS <b>EDI:</b> INCLUSION
<i>Intervention(s) and [type]</i>	Access to Higher Education: <ul style="list-style-type: none"> <li>• Care Leavers Bursary [Financial Assistance]</li> </ul>
<i>In-text reference</i>	Wilson et al., 2019

**Yetkili, Orkun, Deborah Husbands and Skaiste Linceviciute. “The Imposter Phenomenon Among Racially Minoritised University Students.” *University of Westminster – Institutional Research*. (2022).**

*Aim:* To understand the impact of the Imposter Phenomenon (IP) on attitudes towards academic learning and learning satisfaction of students identifying as Black and female.

<i>Findings</i>	IP increases as sense of belonging decreases. Can be addressed via creation of “safe spaces” to discuss experiences of IP; further work on decolonising the curriculum; holding support sessions with teachers other than lecturers; and targeting student groups with known levels of ‘unbelonging’ with extra support.
<i>Source origin (internal/external)</i>	Internal
<i>APP/EDI category</i>	<b>APP:</b> CONTINUATION <b>EDI:</b> EQUALITY, DIVERSITY, INCLUSION
<i>Intervention(s) and [type]</i>	Continuation in the study of higher education qualifications: <ul style="list-style-type: none"> <li>• Peer Support Call Centre Service [Mentoring]</li> </ul>
<i>In-text reference</i>	Yetkili, Husbands and Linceviciute, 2022

In addition to the range of external and internal research cited, the APP has drawn upon various studies generated by education-focused research companies and think tanks. Recent studies by HEPI, TASO and NERUPI have emphasised the benefits of collaborative outreach, foundation years, and interventions designed to tackle equality risks and gaps. Key findings from this body of research include the effectiveness of pre- and post-entry financial support, mentoring, career guidance, and mental health services in terms of improving student outcomes. Evidence-based practice and targeted support can enhance access, retention, and success in higher education.

## Higher Education Policy Institute (HEPI)

HEPI is an independent think tank established in 2002 with the goal of informing and shaping the HE policy gender and debate through research and evidence.

- *New research showing the impact of outreach – only possible through collaboration* [Anthony, 2024]: This blogpost, authored by HEAT's Anna Anthony, discusses the evidence from the HEAT Tracker concerning the benefits of collaborative research and evaluation in relation to outreach activity conducted by HE providers and their partners.
  - **Intervention(s) and [type]:** Pre-16 Attainment-Raising Activity [Summer School]; Pre-16 Attainment Raising Activity [Outreach Collaboration]; Pre-16 and Post-16 Attainment-Raising Activity [Outreach Collaboration].
- *Cracks in our foundations: evaluating foundation years as a tool for access and success* [HEPI, Cracks in our foundations, 2024]: the paper discusses the role of foundation years in Higher Education. The report reveals that while foundation years have a good record on access and continuation rates, there are disparities in outcomes based on institution type and subject. For example, completion rates are under 50% for low-tariff institutions, which host the majority of foundation year students. Additionally, student who have completed a foundation year earn less post-graduation compared to non-foundation year peers.
  - **Intervention(s) and [type]:** Foundation Course Provision [Mode of Study]

## Transforming Access and Student Outcomes in Higher Education (TASO)

TASO, which aims eliminate quality gaps in UK Higher Education through evidence-informed practice, has produced a range of reports and analyses on various equality gaps, how to address them, as well as an evidence toolkit summarising evidence on approaches to Widening Participation and the success of students from disadvantaged backgrounds and underrepresented groups. Below are details on TASO resources used to inform our interventions and when compiling this annex.

- *Financial support (post-entry):* a review of literature on the effectiveness of post-entry financial support. Literature found such support to be generally costly and to have a modest positive influence on students' aspirations and behaviours, with the evidence being more robust for retention/completion than academic attainment. It has also been highlighted that such support is most effective when it is needs- rather than merit-based.
  - **Intervention(s) and [type]:** Living Expense Support Scheme [Financial Assistance].
- *Financial support (pre-entry):* a review of literature on the effectiveness of pre-entry financial support. Such support is generally costly but found to have a small positive impact on aspirations, attitudes, and outcomes, supporting its efficacy in increasing participation. The most effective approach to pre-entry financial support is its combination with a broader engagement programme that is needs-based rather than merit-based. Questions persist about the threshold at which such support becomes effective in increasing enrolment.
  - **Intervention(s) and [type]:** Disability Access Scholarship [Financial Assistance].
- *Information, advice and guidance for employment and employability (post-HE):* provision of resources to students to help them understand their career options. Evidence suggests that interventions of this type can be effective at improving graduate employment and employability outcomes, though impact is dependent on context and design. TASO's review found that one-to-one career counselling had a strong link between graduate's ability to make effective career decisions and their belief in their ability to shape their career.
  - **Intervention(s) and [type]:** Virtual Skills Academy/stand-alone workshops [Workshops]; Career Management Skills workshops [Workshops].
- *Learning analytics (post-entry):* overall, learning analytics was found to have a mixed impact on student aspirations and attitudes, with a small positive impact on behaviour/outcomes. However, much of the published evidence lacks empirical rigour or peer review.

- **Intervention(s) and [type]:** Learner Analytics; Personal Tutoring and Student Engagement and Attendance Team [Mentoring and Information, Advice and Guidance].
- *Mentoring, counselling, coaching and role models (post-entry):* overall, mentoring shows a small positive impact on student aspirations and attitudes, as well as behaviour and outcomes. Evidence from the UK indicates an association between mentoring and better outcomes in terms of attainment and retention.
  - **Intervention(s) and [type]:** Future Ready Mentoring – Career Mentoring – Ask a Mentor – Short-term – Group Mentoring [Mentoring]; Careers Appointments [Mentoring]; Personal Tutoring and Student Engagement and Attendance Team [Mentoring and Information, Advice and Guidance]
- **“Student mental health in 2023: Who is struggling and how the situation is changing.” TASO. (2023).** Based on the Student Academic Experiences Survey, this report aims to understand, based on various student characteristics, who is struggling with mental health challenges and how the situation is changing. The prevalence of mental challenges among students has risen from 6% in 2016/17 to approximately 16% in 2023. Noteworthy gender differences are evident, with 5.4% of male students and 12.3% of females reporting mental health conditions, and female students experiencing a statistically significant annual increase of 0.6 percentage points more than males. Mental health challenges are markedly higher in all LGBQA groups. White students exhibit worse mental health compared to other ethnicities, the closest comparable groups being Black Caribbean, Black Other and mixed ethnicity students. Attendees of state schools have, on average, worse mental health than peers who attended private school. POLAR data indicates that students from areas with higher rates of university participation have fewer mental health challenges. Mental health is the predominant reason for contemplating discontinuation of studies, surpassing other explanations by roughly 25 percentage points.
  - **Intervention(s) and [type]:** Peer Support Call Centre Service [Mentoring]; Mental Health Specialist Mentoring Service [Mentoring].
- *Summer school:* a review of literature on the effectiveness of summer schools. TASO’s review found little causal research on the efficacy of summer schools in widening participation. However, studies have shown that students have heightened confidence and aspiration levels following summer school attendance.
  - **Intervention(s) and [type]:** Pre-16 Attainment-Raising Activity [Summer School]
- **“Typology of attainment-raising activities conducted by HEPs: Rapid Evidence Review.” TASO. (2022).** This review of the literature concerning HE efforts to raise student attainment divides intervention types into four categories: aspiration-raising activities, activities to develop soft/study skills, the teaching of the national curriculum, and school governance. It finds a strong link between academic tutoring and student attainment, particularly the added value of cross-study-level tutoring. Additionally, programmes designed to develop tutor-tutee relationships and those aimed at students lacking family support are most effective.
  - **Intervention(s) and [type]:** Pre-16 Attainment-Raising Activity [Outreach Collaboration]; Pre-16 and Post-16 Attainment-Raising Activity [Outreach Collaboration].
- **“What works to reduce to reduce equality gaps for disabled students.” TASO. (2023).** An evidence review of 408 articles and consultations with stakeholders concerning effective means of reducing equality gaps for disabled students. The report makes several recommendations including improving data collection, reasonable adjustments, including disability in APPs, improving evaluation on disability inclusion.
  - **Intervention(s) and [type]:** Disability Access Scholarship [Financial Assistance].
- **“What works to tackle mental health inequalities in higher education.” TASO. (2022).** This literature review and key stakeholder mixed-methods consultation ascertained the effectiveness and quality of different interventions. It highlighted that students in higher education experience higher levels of psychological distress than the general population, with

some groups being at greater risk than others (i.e., students from households of low socio-economic status, students from BAME backgrounds, mature students, LGBTQ+ students, and care-experienced students). These groups also experience poorer higher education outcomes, including lower entry rates, higher discontinuation rates, lower attainment, and a reduced likelihood of progression. Some of the evidence reviewed provided strong causal evidence of impact, these tended to focus on psychological and mindfulness-based interventions. The report also noted that peer mentoring has an emerging evidence base. To help offset such outcomes, we have a **care leavers bursary**. More broadly, the evidence points to the need for ongoing **mental health** counselling.

- **Intervention(s) and [type]:** Care Leavers Bursary [Financial Assistance]; Peer Support Call Centre Service [Mentoring]; Mental Health Specialist Mentoring Service [Mentoring].
- **Work experience (post-HE):** refers to range of interventions run by higher education institutions that provide students with exposure to industry and employment. A handful of robust studies generally show a strong association of work experience with better graduate outcomes such as higher probability of being invited to interview, a higher salary, and a lower likelihood of unemployment.
  - **Intervention(s) and [type]:** Work Based (and Placement) Learning (WBL) Project [Work Experience].

### Network for Evaluating and Researching University Participation Interventions (NERUPI)

NERUPI is a community of practice for those seeking to reduce inequalities in higher education access, participation and progression. University of Westminster as a member organisation – collaborates with sector colleagues, contributes to the Network and draws on the NERUPI Evaluation Framework to build robust practice and evaluation. Further details on the NERUPI resources used to inform our evaluation and monitoring can be found at the [NERUPI website](#).

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## **Annex C: Targets, investment, and fees**

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

## 2025-26 fee information

Provider name: The University of Westminster

Provider UKPRN: 10007165

### Summary of 2025-26 course fees for new entrants

\*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

#### Inflation statement

We will not raise fees annually for new entrants

**Table 1a - Full-time course fee levels for 2025-26 new entrants**

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£9,535
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)		N/A	£5,760
Foundation year/Year 0 (non-classroom based)		N/A	£9,535
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year		N/A	£1,430
Turing scheme and overseas study years		N/A	£1,430
Other	*	N/A	*

**Table 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants**

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

**Table 1c - Part-time course fee levels for 2025-26 new entrants**

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£7,145
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	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 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants**

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
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: The University of Westminster

Provider UKPRN: 10007165

### 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	£1,262,000	£1,325,000	£1,389,000	£1,451,000
Financial support (£)	NA	£1,748,000	£1,835,000	£1,923,000	£2,011,000
Research and evaluation (£)	NA	£570,000	£598,000	£627,000	£655,000

**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 (£)	£242,000	£254,000	£266,000	£278,000
Access activity investment	Post-16 access activities (£)	£135,000	£142,000	£149,000	£155,000
Access activity investment	Other access activities (£)	£885,000	£929,000	£974,000	£1,018,000
Access activity investment	<b>Total access investment (£)</b>	<b>£1,262,000</b>	<b>£1,325,000</b>	<b>£1,389,000</b>	<b>£1,451,000</b>
Access activity investment	<b>Total access investment (as % of HFI)</b>	<b>3.0%</b>	<b>2.9%</b>	<b>3.0%</b>	<b>3.0%</b>
Access activity investment	<b>Total access investment funded from HFI (£)</b>	<b>£1,262,000</b>	<b>£1,325,000</b>	<b>£1,389,000</b>	<b>£1,451,000</b>
Access activity investment	<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 (£)	£638,000	£670,000	£702,000	£734,000
Financial support investment	Fee waivers (£)	£245,000	£257,000	£270,000	£282,000
Financial support investment	Hardship funds (£)	£865,000	£908,000	£951,000	£995,000
Financial support investment	<b>Total financial support investment (£)</b>	<b>£1,748,000</b>	<b>£1,835,000</b>	<b>£1,923,000</b>	<b>£2,011,000</b>
Financial support investment	<b>Total financial support investment (as % of HFI)</b>	<b>4.2%</b>	<b>4.1%</b>	<b>4.1%</b>	<b>4.2%</b>
Research and evaluation investment	Research and evaluation investment (£)	£570,000	£598,000	£627,000	£655,000
Research and evaluation investment	<b>Research and evaluation investment (as % of HFI)</b>	<b>1.4%</b>	<b>1.3%</b>	<b>1.3%</b>	<b>1.4%</b>

# Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Westminster

Provider UKPRN: 10007165

## Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce the gap in recruitment between Black, Asian and Other Minority ethnic groups relative to white students in the Schools of Art, Media and Architecture	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Reduce by 10pp in plan period and eliminate by 2033. (Internal HESA Student Return data)	Yes	HESA publications (please include details in commentary)	2022-23	Percentage points	16.7	14.2	11.7	9.2	6.7
Reduce the gap in recruitment between IMD Q1-2 and other groups in the Schools of Art, Media and Architecture	PTA_2	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	OIS APP data dashboard / supplementary individual files	(Internal HESA Student Return data)	Yes	HESA publications (please include details in commentary)	2022-23	Percentage points	7	5.25	3.5	1.75	0
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To eliminate the continuation gaps between young and mature entrants between age bands focussing on closing the 6.1pp gap for entrants aged 21-30.	PTS_1	Continuation	Age	Mature (over 21)	Young (under 21)	21-30. (Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2021-22	Percentage points	6.1pp	4.575	3.05	1.525	0
To eliminate the continuation gaps between young and mature entrants between age bands focussing on closing the 3.1pp gap for students aged 31+.	PTS_2	Continuation	Age	Mature (over 21)	Young (under 21)	31+. (Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2021-22	Percentage points	3.1pp	2.325	1.55	0.775	0
To eliminate the 6.5pp gap between part-time and full-time first degree entrants.	PTS_3	Continuation	Other	Other (please specify in description)	N/A	Part time entrants vs full time entrants to first degree courses. (Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2020-21	Percentage points	6.5pp	4.8	3.2	1.6	0
To eliminate the 6.9pp continuation gap between Black and Mixed students and other students (Asian, White, Other).	PTS_4	Continuation	Ethnicity	Not specified (please give detail in description)	N/A	Black and Mixed students vs Asian, White Other. (Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2021-22	Percentage points	6.9pp	5.175	3.45	1.725	0
To eliminate the 10.2pp completion gap between Black and Mixed students and other students (Asian, White, Other).	PTS_5	Completion	Ethnicity	Not specified (please give detail in description)	N/A	Black and Mixed students vs Asian, White Other. (Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2018-19	Percentage points	10.2pp	7.9	5.4	2.9	0.4
To eliminate the 1.7pp continuation gap between IMD Q1-2 and Q3-5 students.	PTS_6	Continuation	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	(Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2021-22	Percentage points	1.7pp	1.125	0.75	0.375	0
To eliminate the completion gap 5.9pp between IMD Q1-2 and Q3-5 students.	PTS_7	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	(Internal HESA Student Return data)	No	HESA publications (please include details in commentary)	2018-19	Percentage points	5.9pp	4.125	2.75	1.375	0

