

2019-20 Access and Participation Plan

London Metropolitan University

This Plan sets out our assessment of performance on access, success and progression, our ambition for the future, and the measures we are taking to achieving that ambition. The Plan is governed via the University Academic Board and the Board of Governors who receive regular reports on progress and outcomes.

Assessment of current performance

Access

1. The data from the *UCAS End of Cycle Report 2017* show our performance on providing access to higher education (HE) for under-represented groups is very strong, and we exceeded nearly all our targets for the 2016/17 intake.
2. Of the full-time (FT) UK domiciled first degree entrants enrolled with us in 2016/17, 97.2% were from state schools which exceeded our target of 96.4%, and 7.4% came from low participation neighbourhoods also exceeding our target of 6.7%.
3. We have a very high proportion of mature students (aged 21 and over), and in 2016/17 this rose to 66.9% against a target of 49%, supporting the national priority to reverse the decline in HE participation by mature students from under-represented groups.
4. Our students are ethnically diverse, and we had an intake of 69.5% from BME backgrounds in 2016/17 against a target of 60%.
5. We also take a substantial number of students with a known disability – in 2016/17 this was 13.5%, above the national figure of 12% and exceeding our target of 8.3%.
6. Our other access performance targets relate to students participating in Initial Teacher Training (ITT) programmes. Our targets for students from BME backgrounds were 32% for primary education and 35% for secondary education, both of which we have exceeded with a BME population of 57.1% and 49% respectively. However, one area where we still need to gain traction is the participation of male students in primary ITT: in 2016/17, our cohort was only 7.9% male against a target of 21%, so this is one priority for our ambitions.
7. Another priority will be improving our data on participation among other under-represented groups in our student population - in particular, in relation to care leavers and estranged students. Information on the number of care leavers entering HE nationally is still hard to measure accurately, but the latest research (*HERACLES 2017*) estimates this at just 650 each year. HESA data show 30 declared care leavers joining London Met in 2016/17 and while this is a small proportion of our new entrants it is one of the larger intakes for a UK University. We also have students with care experience who do not meet the official definition of 'care leaver' and our care leaver team supported 44 first year care experienced students in 2016/17.
8. The most recent research by 'Standalone' on estranged students in HE shows that London Met had the third largest population of estranged students nationally in 2014/15. As the composition of our student population has remained broadly stable over the past three years, we believe this to be the case in 2016/17, although the data are not currently available. However, with this data being routinely collected on UCAS

applications from 2018, as well as part of our own enrolment process, we will have more stringent data on this in future years.

9. During 2016/17 the Widening Participation (WP) Access team also focused efforts on more long-term interventions to support pre-entrants from disadvantaged backgrounds: over 220 potential HE students attended more than 25 weeks each of regular interventions on campus to improve educational attainment, another 240 attended week-long summer schools, as well as running academic and pastoral mentoring programmes with selected partner schools.
10. In summary, London Met continues to provide access to HE to those from under-represented groups with the potential to succeed, but there is still room for improvement. For example, while our offer rate for mature applicants is above the national average, they are still substantially less likely to receive an offer from us compared to 18-year-old applicants (68.4% compared to 89.0%) and we need to look for ways to improve this. The number of male students entering primary ITT remains a challenge, and we need to routinely collect data on applicants and entrants from other protected groups, such as estranged students, to improve our outreach and access provision.

Success

Non-continuation

11. Non-continuation rates are our most significant challenge and our performance remains behind target. Data from Teaching Excellence Framework (TEF) show a three-year average for FT students (our majority mode) of 16.9% against a benchmark of 11.3%, with the gap increasing over that time. However, TEF metrics are a lagging indicator and our non-continuation rate for 2016/17 shows a reduction of 2.3 percentage points from 2015/16, indicating some improvement overall.
12. The split metrics for FT students show there are differences in non-continuation rates between sub-groups – most notably the rates are higher for mature students (19.6% vs. 14.3% for young students), and for students from BME backgrounds (17.5% vs. 15.2% for white students). These differences are in line with national trends, although still above benchmark. However, in contrast to the national picture, the background of students is not a factor: there is no difference in continuation between students from neighbourhoods with the highest levels of multiple deprivation and those from neighbourhoods with lower levels, and the rate for students from low participation areas is only 0.6% off benchmark. Similarly, there are no differences between students with disabilities and other students.
13. There are no TEF metrics for students who are care leavers, but our own data show that those who were defined as care leavers or care experienced have a similar non-continuation rate to the main student population: 15% in 2015/16 and 17% in 2016/17. However, the student numbers here are small so the data need to be treated with caution.
14. In contrast to FT students, the non-continuation rates for part-time (PT) students are actually better than benchmark (24.8% vs. 28.5%), and show a year-on-year improvement with the 2015/16 rate down to 20.0% while the benchmark increased to 30.5%. For this group, rates are higher for younger students (28.6% vs. 21.8% for mature students), and there is no difference by ethnicity – patterns which are reflected in the benchmark data. However, our PT students with disabilities have a slightly higher

continuation rate which is the reverse of the benchmark data. There is no reportable data by disadvantage, and the number of PT care leavers is too small for meaningful analysis.

15. While continuation rates for PT students indicate that we are successful in supporting this group of students, we want to understand more about those who are most at risk of not continuing to see what strategies could be put in place to improve their chances of success.
16. To try to identify the relative importance of interconnected factors we carried out a logistic regression analysis on the 12,444 students who enrolled on the first year of an UG degree with us between 2012/13 and 2015/16. As anticipated, qualification on entry was an important predictor, but it was the type of qualification rather than UCAS tariff points which had the effect. Importantly, academic success at London Met was by far the most important predictor of retention, and students who successfully completed the first year of a 4-year Extended Degree had better retention outcomes than those who joined at Level 4 through external admissions route. The analysis also revealed that difference in continuation by ethnicity is almost entirely a consequence of different outcomes for black male students, with much smaller differences between white and Asian male groups and all groups of female students.
17. The Students Union also report that their experience of the students seeking support is consistent with the findings above. Their academic casework service offers students support with a range of academic-related issues, and this service has seen a disproportionate number of mature black female students who have entered with non-traditional qualifications (c.65%). Conversely, they have seen a very low number of young black male students (c.7%), indicating a reluctance for this sub-group to engage with available support services.
18. Taken together, these findings have important implications for how we prepare students with different types of qualifications for transition into higher education, provide inclusive learning environments, and target support to enable all students to be successful early on in their time with us.

Attainment

19. London Met is significantly below benchmark in the number of 'good degrees' (1st and 2:1 classification) awarded. In 2015/16, only 50.2% of our students were awarded good degrees, while the average for our competitor group was 67% and the sector average was 73.2%. The TEF 'grade inflation metrics' show little change in our performance since the 2011/12 baseline year. In 2016/17, the overall rate increased to 52.3% and there was a 5.3% increase in first-class awards but this was accompanied by a 4.62% decrease in upper seconds.
20. There is, however, a marked difference in attainment outcomes between sub-groups of students which is important in developing intervention strategies. As there has been a similar pattern over the past three years, the analysis below is based on 2016/17 data.
21. Looking first at individual factors, a higher percentage of young students gain a good degree (65% vs. 53% for mature students), as do a significantly higher percentage of white students (73% vs. 44% of students from BME backgrounds). However, when interactions of age and ethnicity are observed, a more complex picture emerges.
22. The highest performing group are mature white students (74% of good degrees), followed by young white students (68%) and young BME students (62%) – all of which

are in line with our competitor group who have good degree rates between 62% and 70%. However, among our mature BME students, only 43% are achieving good degrees. When we drill down further into the sub-groups, this effect is almost entirely accounted for by mature black students – particularly Black-African students – rather than those from Asian or other ethnic backgrounds.

23. While differences in degree outcomes by ethnicity are consistent with HEFCE analysis across the sector, this does not explain why there is such a heightened effect for mature BME students in our case. To further understand the finding for this sub-group, we are currently investigating other factors including their entry qualifications, their course routes, and their performance on different types of assessments, as well as broader work relating to the extent to which this group feel socially included and appropriately supported. Entry qualification is an important factor, because our data show that whereas 64.2% of students with A-level qualifications achieved a good degree in 2016/17, this was the case for only 39.5% of those who entered with BTEC qualifications. As 75% of our students who enter with BTECs are from BME backgrounds, most of whom are mature, this underlines entry qualification as one explanatory factor in this attainment gap.
24. At the same time, whilst white students overall are being awarded a higher proportion of good degrees than those from BME backgrounds, the data relating to students from areas of multiple deprivation (IMD) reveal a gap in attainment for white students in the two highest quintiles. Furthermore, this gap widened in 2016 so this is an emerging priority in our strategy and activities to reduce differential attainment between sub-groups of our student population.
25. Students with disabilities do not perform any differently on degree attainment than other students, and this includes those classified with a specific learning difficulty such as dyslexia (56% gained good degrees in 2016/17 against the overall performance of 52.3% for the graduating population). The number of students classified as care leavers graduating in 2016/17 was too small to make meaningful comparisons.
26. Overall, it is clear that we need to raise attainment levels for all students given our performance in comparison to external benchmarks, and this has led to a thorough and wide-ranging review of our assessment practices and regulations (see next section). In addition, the implications for working effectively with students entering with different types of qualifications is underlined here, as it was in relation to improving continuation rates. Finally, we need to better understand why particular sub-sets have poorer attainment outcomes than other student groups and how this might be mitigated.

Progression

27. Since 2015, progression has been a key strategic focus for London Met and we have continued to significantly improve performance in terms of the employment outcomes of our graduates. We review performance on an annual cycle. Since the overall employment rate is now high, our focus has shifted to improving highly skilled employment outcomes for all undergraduates and on supporting the performance of key groups, notably students from BME backgrounds.
28. The results from the Destination of Leavers in Higher Education (DLHE) survey show that 95.1% of our 2015/16 graduates were in employment or further study six months after leaving (an increase from 93% for our 2014/15 cohort). Furthermore, 76.9% were classed as being in 'highly skilled' employment (also a rise from 73% the previous year).

29. For E1a graduates (i.e. FT, UK domiciled, first degree graduates), 93.3% were in employment/further study. This not only represents an improvement on the 2014/15 outcome which was 89.4% for this group, but is also above our 2015/16 benchmark of 91.4%. The proportion of E1a graduates classified as being in 'highly skilled' employment was 64.6%, also an increase from 59.4% from the previous year.
30. However, there is some variation in outcomes for students from different ethnic groups. Whilst the DLHE E1a outcomes show 96% employment for white students and 92% for students from BME backgrounds, there is a disparity in 'highly skilled' employment outcomes which is in line with the national picture: a rate of 72% for white students, but only 54% for Asian students, 60% for black students, and 62% for students from other ethnic groups.
31. The pattern is much more favourable across other key groups. Age differences in employment rates are small, with outcomes close to 93% employment across age bands from 21 to 40 years. Similarly, students with disabilities are no less likely than other students to be in employment.
32. The TEF data show similar performance for full-time disadvantaged and non-disadvantaged students entering highly skilled employment. However, the IMD data reveal a socio-economic deficit in highly skilled employment for the two highest quintiles of multiple deprivation which we now need to address. The small number of PT students from disadvantaged backgrounds are actually employed at higher rates than non-disadvantaged PT students.
33. Overall, our performance on progression strong and improving, but we do need to find ways to address the gap in 'highly skilled' employment outcomes for our BME students and for students from socio-economic deprivation defined by IMD quintiles 1 and 2.

Ambition and strategy

Access

Ambition

34. The ambition is for London Met to continue to provide access to HE for those from under-represented groups with the potential to succeed, and to extend our outreach and access work to encompass a wider range of protected groups. In addition, we seek to improve our offer rate to mature applicants to close the gap with younger applicants, and to increase the participation rate of male students entering primary ITT.

Strategy

35. Central to the strategy of continuing to provide access to under-represented groups and extending our reach is the programme of work delivered by the WP and Outreach teams. This includes longer term WP and liaison projects, working with pupils at primary school through to mature learners in the community. This work involves targeting a range of excluded groups – e.g., people from low income households, those who are care-experienced or estranged from their families, people with disabilities (including those with mental health problems), and young adult carers.
36. A vital aspect of this work is our commitment to collaboration with external organisations and other institutions. London Met is a member of the National Collaborative Outreach

Programme (NCOP) and is active in supporting learners in the 13 London wards identified by HEFCE data as having high social deprivation and a disproportionately low participation in HE based on GCSE attainment. Interventions include mentoring, workshops and a residential summer school. We are also a member of AccessHE, a regional network engaging with over 300 HEIs, schools and colleges to widen access to HE and a forum for sharing best practice. London Met's VC is the Chair of the Board of AccessHE.

37. In relation to increasing access and support to those who are care leavers, care-experienced or estranged from their families, a primary strategic aim is to improve our data capture to enable us to identify these groups at the application stage as well as on entry. We will also use new data available from UCAS 2018 to support estranged students to transition to University proactively, and we have recently taken the 'Standalone Pledge' to help estranged students overcome disadvantage and barriers to success. We will monitor our progress with these student groups using any available HESA or sector-wide data as well as our own internal measures once we have accurate baseline information.
38. The strategy for increasing offers to mature applicants is to seek to reduce possible barriers to entry as follows:
 - A designated Mature Learner Officer on the Outreach team to deliver advice and guidance to the community of mature learners and support them in making their applications;
 - Developing the course portfolio to offer alternative and flexible modes of study to meet the needs of mature students better;
 - Revising the admissions criteria to increase consideration of non-UCAS tariff entry qualifications and work experience in making offers to mature applicants;
 - Providing a comprehensive and personalised package of support during application and on-programme that addresses academic, pastoral and financial barriers for mature learners.
39. Reduced male participation rate in primary ITT programmes is a national trend. Reports from male applicants and trainees indicate that the perceived stereotypes of gender roles in the primary setting remain, along with generally poorer relevant experience of male applicants. The strategy for improving this on our courses seeks to address these issues:
 - Increasing targeted outreach work with potential male applicants to promote the opportunities for male trainees in this workforce;
 - Promoting Primary ITT as a potential career to our own students on typical 'feeder' courses such as Early Childhood Studies;
 - Ensuring that the male Course Leader and team members are actively involved in all stages of the recruitment process to act as role models and directly address concerns around stereotypes.
40. Involvement of students is essential in the developing a successful strategy for access activities. Student Ambassadors are actively recruited from key WP target groups (e.g., care leavers, mature students, students with disabilities) and they meet regularly with

the WP team to share their knowledge and experience and to advise on how to improve our activities. The Student Ambassadors are also encouraged to develop and lead their own sessions with potential students and provide feedback from these events.

41. Finally, any strategy for improving access for under-represented groups will only be successful if there are positive outcomes for students once they are on their course and after graduation. This means that it is imperative there is a 'whole institution' approach to supporting students, and this is underpinned by close working between the Outreach and WP teams, those involved in all aspects of student services, as well as the academic areas, across the student lifecycle.

Evaluation

42. All WP and access initiatives and activities are subject to impact evaluation. This comprises quantitative analysis of participation by sub-groups and comparison of outcomes against our own targets and national benchmarks, as well as qualitative feedback from participants (including teachers and parents where relevant).
43. Importantly, the University continues to be a member of the Higher Education Access Tracker (HEAT) which assists HEIs in England to target, monitor and evaluate their outreach activity. By working collaboratively across the sector, we can critically reflect on our approach and build evidence of 'what works'. HEIs which subscribe to HEAT have developed a system that allows annual tracking of outreach participants from Key Stage 2 through to entry into HE, postgraduate study and employment, supporting longer-term evaluation of effectiveness and impact of activities. In future years, reports from these data will be used to calculate the percentage of the total cohort who engaged with the University before post-16 education, in line with our ambition to engage students earlier within schools and colleges and contribute to raising attainment in the local area.

Success

Ambition

44. The overall ambition is to provide an academic portfolio which meets the aspirations of our students, delivering flexible and personalised learning and support which enables positive outcomes for all. In the immediate term, it is imperative for us to reduce non-continuation rates and improve degree attainment across the whole student population, as well as addressing gaps in performance between sub-groups of students. The aim is to meet or exceed external benchmarks on these indicators within three years.

Strategy

45. As is evident from the previous section, it is clear that London Met's performance on student retention and good degree attainment is not where it should be. In a major organisational restructure in 2016 the role of Pro Vice-Chancellor Academic Outcomes (PVC AO) was created to focus on retention, progression between levels, degree attainment, and student satisfaction going forward.
46. The strategic driver to achieving the ambitions for student success is the Programme for Improving Student Outcomes (PISO). PISO is a highly focused, cross-institutional programme led by the PVC AO with Heads of Schools, Heads of Student Experience and SU Sabbatical Officers. Senior leadership of the programme and an institutional wide reach enables us to:

- Assess institutional practices and make interventions at a systemic level;
 - Provide staff training to support the effective implementation and evaluation of interventions and initiatives;
 - Embed these activities at all levels of the organisation, and ensure co-ordination of effort across all areas (e.g., academic Schools and professional support services);
 - Ensure other institutional strategies and programmes are aligned with the aims of PISO.
47. Analysis of our non-continuation data and good degree attainment rates highlighted the need to look at how best to support students from poor socio-economic backgrounds (IMD 1 and 2), mature students from BME backgrounds, particularly those entering with BTECs and other non-traditional entry qualifications. This led the immediate PISO strategy to focus on: better preparing new students for studying in HE, especially for those entering with BTECs; ensuring an 'inclusive curriculum' for all students; delivering teaching in a format which encourages 'active learning' and collaborative working; using assessment feedback more effectively to facilitate learning and promote early academic success; and, providing more academic and peer-support to build confidence as well as competence.
48. This work was organised in relation to the following work-streams, and initiatives are currently being implemented and evaluated.
- Preparation for study - e.g., web-based pre-induction programme for new students co-designed with those currently in FE colleges, including those doing BTECs; embedding an academic skills induction programme at Level 3 and 4;
 - Course design and delivery - e.g., delivering core modules at Levels 3 and 4 through small group teaching using 'active learning' and group work; developing an 'inclusive curriculum' to be embedded into all courses;
 - Assessment and feedback - e.g., using component-level analytics on student performance to review and redesign assessment strategies; designing a Developmental Assessment Scheme to improve students' understanding and use of feedback to enhance academic performance at all levels; co-producing assessment guides with students;
 - Student support - e.g., introducing regular 1:1 academic coaching sessions to improve students' confidence and raise aspirations; engaging Academic Mentors, embedded within course teams, to deliver intensive support to students; piloting extension of successful Peer Assisted Support Scheme (PASS) to Levels 5 and 6; increasing analytics used for identifying students 'at risk' of non-engagement and working across departments to provide effective individualised intervention and support.
49. Student engagement is an essential element of PISO, and the Student Partnership work-stream ensured a clear and explicit student voice in the design of initiatives (e.g., co-developing 'preparation for study' materials, writing guides on Top Tips for assessment success', producing videos of 'their story' to inspire other students). In addition, there were two student-led initiatives: (i) 'Digital Champions' scheme to give peer-to-peer support with a range of technology; and (ii) 'Celebrating our Students', a

campaign celebrating a variety of achievements (e.g., academic, sporting, volunteering, entrepreneurship) of current students as a way of valuing difference and improving social belonging.

50. Supporting the work of PISO, two strategic institutional reviews took place during 2017. The first was a wide-ranging analysis of factors potentially impacting 'good degree' attainment. This included reviewing the quality of assessment practices (e.g., assessment workload and schedule, timeliness of feedback, communication of expectations), use of the grading scheme, the Academic Regulations (including mathematical modelling of our student outcomes using the regulations of comparator institutions), and utilisation of learning analytics to measure the effectiveness of assessment and feedback practices with different cohorts of students. This review led to a number of recommendations to improve assessment practices, as well as bringing our Academic Regulations and degree algorithm more in line with our comparator institutions.
51. The second was a review of the principles and operation of Undergraduate Framework to look at the extent to which it is fit-for-purpose in facilitating positive student outcomes and our overall ambition. The review included the key areas where major changes were made in 2012/13 - credit architecture and degree structures, teaching delivery patterns and contact hours, and the overarching learning, teaching and assessment frameworks – and evaluated the impact on student outcomes over that time. This review did not recommend changes to the credit architecture, but did lead to a number of other proposals including a more flexible delivery pattern to support learners.
52. Recommendations from these two reviews, along with the initiatives and interventions from the PISO work-streams, were pulled together into a single Integrated Action Plan. This Plan is currently being implemented through: (i) adoption of key PISO actions in teaching, assessment and support across all UG programmes; and, (ii) an ambitious Periodic Review programme of all UG courses across the institution to support more significant redesign of courses and embedding of the outcomes of the strategic work. Students were involved in the redesign of the courses, and trained student representatives also serve as full members on Review panels contributing to the outcomes and recommendations. The redesigned courses will roll out across 2018/19 and 2019/20.
53. The development of the Portfolio Strategy is currently building on all this work. Core principles in the development of the portfolio include developing alternative and flexible modes of study, and ensuring course design and delivery meets the needs of the student demographic we serve. Mature students in particular could benefit from more flexibility in their pathway through the course, supporting their retention and attainment. This approach is supported by the Students Union who work with many mature students with significant life responsibilities who face multiple challenges in following traditionally structured on-campus degree programmes. Key to enabling this strategy to be successful will be a focus on personalised learning supported by effective learning analytics.
54. Finally, a vital element of the strategy in achieving our overall ambition to continually improve students' access to and use of the wide range of support services we offer. Part of the major institutional restructure in 2016 was the creation of one directorate – the Student Journey – bringing all these services together, supported by a strong communication plan for students on how to access the help they need. The Students Union considers the work of the Student Liaison Team within the Student Journey as central to student success and believes this integrated approach will bring long term

improvements to student outcomes. The Students Union is also working to forge stronger links with the Student Liaison Team in providing co-ordinated student support.

55. This co-ordinated support approach also enables us to identify emerging issues among the student population which need to be addressed. Most recently, this is the rise of the number of students who disclose a mental health problem, resulting in a joint staff-student working group to develop a 'Healthy Campus Initiative' to be launched in the next academic year.

Evaluation

56. The initiatives and interventions described above will be evaluated in 2018/19 and 2019/20 as they are rolled out. There is a robust evaluation strategy in place which comprises both a process evaluation and an impact evaluation against measurable indicators. All initiatives and interventions are designed to ultimately target retention, progression through the course, and attainment. Improvement in these student outcomes is a final indicator of impact. However, given the potential interaction effect and differential mechanisms of the range of activities, a range of intermediate indicators are tracked and evaluated. These indicators can also act as explanatory factors for outcomes and how to improve efficacy (e.g., no apparent difference between before-and-after the introduction of an initiative may be accounted for by student engagement – those who engaged had higher levels of attainment than those who did not; hence improving student engagement rather than changing/abandoning the initiative would improve efficacy).
57. Evaluation is based on a combination of quantitative and qualitative data. While absolute outcomes are measurable quantifiably, qualitative data is important in understanding why something may/may not be working as intended and how it can be improved. Lessons from these evaluation outcomes will feed into institutional practice via the dissemination programme from PISO.
58. There is a schedule for collecting and analysing data and reporting and reviewing outcomes.

Progression

Ambition

59. Our ambition in relation to progression is to continue the increases that have been sustained now for several years in the number of graduates going into employment, particularly highly skilled employment, and to close gaps in progression outcomes between key groups of students.

Strategy

60. The identification of progression as a key strategic aim began with the 2015 University Strategy and led to the creation in 2016 of the role of Pro Vice-Chancellor Employment Outcomes (PVC EO). The PVC leads a team comprising the Heads of Employment Outcomes within each of the academic schools, the Head of Careers and Employability, the Head of Accelerator (Student Enterprise) and most recently the Director of Apprenticeships. This organisational structure underpins cross-institutional initiatives to support all students in improving progression outcomes.
61. A distinctive cornerstone of our strategy for progression is the introduction of accredited work-related learning (WRL) modules into all undergraduate programmes, which has

been phased in since 2016. This introduction of the WRL scheme was a critical strategic decision based on the recognition that our students tend to be time-poor and many have low social capital with limited access to networks to secure relevant experience. This strategic approach was commended by the Bridge Group (2017) as notable for the way it shifts responsibility for developing employability skills from the student to the institution. It means students are able to gain valuable industry based experience during the course of their study, rather than being expected to take the financial risk of dropping paid part time work. It also helps to motivate students in both their career planning and academic study as it enables them to see 'where the classroom fits into the workplace'. It is underpinned by an assessment strategy that encourages self-reflection to maximise learning from the work experience.

62. Our approach to WRL and career guidance is multifaceted, and flexible enough to cater for the circumstances and strengths and needs of all our students. Work related learning is provided in a wide range of formats to suit the diversity of student preferences, skills and circumstances.
63. A related strand of the progression strategy is intensive engagement with employers in London. To this end, the University invested in a team of Employer Engagement Administrators – all of whom are recent London Met graduates – to work with local businesses and employers to generate work placement opportunities for our students, which also helps to create stronger links with the local community.
64. In 2017/18, a small pilot of a Career Readiness Survey has been run to help target employability interventions. In future years, this survey will be implemented at enrolment and re-enrolment for all undergraduates in each year group to help monitor student engagement, fine-tune career development activities, and support student transition through targeted interventions as they consider their next steps in career planning. We will monitor the outcomes of career readiness interventions across key student sub-groups and across programmes.

Evaluation

65. Although the DLHE survey is transitioning to the Graduate Outcomes Survey, for evaluation purposes we are continuing with a full graduate employment survey at six months post-graduation to ensure we have a strong source of data to inform the ongoing development of our employment strategy. Our survey will collect data on the key student groups and the relative effectiveness of the range of career guidance and employment skills development that we offer. This will enable us to track and evaluate the impact of interventions on career readiness activity, through work related learning performance to subsequent employment.
66. Now WRL has been fully rolled out across the University, we are also in a position to start a detailed analysis of the differential benefits of the various forms of WRL and explore outcomes by sub-groups of students which will guide future provision. For example, business start-up skills may be the optimal format for some, live projects or traditional mini-placements for others. A new work-study scheme to augment the already significant on-campus work opportunities may prove to be the most beneficial option for students who face financial hardship. A particular focus will be on the impact of different forms of WRL for students from BME backgrounds, and those from IMD groups 1 and 2, in respect of gaining highly skilled employment in order to help us close this performance gap. Those forms of work experience that lead most effectively to higher levels of skilled employment will be more widely adopted across programmes to increase impact. The evaluation also involves looking at the longer-term impact of WRL on graduate outcomes so will continue into 2019/20.

67. As with evaluation of strategies for improving success, there is also a schedule for collecting and analysing data and reporting and reviewing outcomes for progression.

Access, student success and progression measures

Access

68. In 2019/20, we will be targeting resources to continue to raise educational attainment for pre-entrants from disadvantaged backgrounds, improve access for hard-to-reach groups, and meet our aim of increasing offer-rates for mature students as well as male participation in primary ITT.
69. London Met's flagship WP programme for raising attainment, Upward Bound, will continue and will be refined for 2019/20 in the light of ongoing evaluation of impact. Established in 2006, this programme works with pupils in Key Stages 3-4 in all state maintained Islington schools and is run in partnership with Islington Council. It provides an alternative learning environment within a University setting to support students to complete Year 11 with a minimum of 5 GCSE grades 9-5 including Maths and English. Upward Bound has been extensively evaluated over the past 10 years and data from Islington Council show significant improvement in student GCSE outcomes. In addition, feedback from the last cohort of students showed that 100% felt more confident in their English and Maths skills, and 100% of parents reported that they would recommend the programme to others.
70. To improve access for all our WP target groups, including those who are care leavers, care experienced or estranged from their families, there will be a number of pre-application outreach activities and bespoke visit days as well as summer schools, Saturday Clubs and mentoring schemes. We will also continue to run pan-London collaborative events with external partners, including the Higher Education Liaison Officers Association (HELOA) and the National Network for the Education of Care Leavers (NNECL), to provide information and activities for prospective students and their guidance advisers. Where applicants are identifiable within one of these categories, they will be proactively contacted and offered support with their application and HE transition.
71. Young adult carers are another sub-group where we will seek to improve access. Young adult carers are a 'hidden' population nationally and are under-represented in HE. We already provide information for carers in our key outreach activities and we will continue to develop relationships with local carers' services. London Met also has a panel of Student Ambassadors with caring responsibilities who bring their experiences to the information, advice and guidance being offered to other carers considering entry into HE.
72. Activities and support to increase the offer rate to mature students will include:
- Support from the Mature Learner Officer in making their applications, and activities for pre-applicants;
 - More flexible modes of study available to suit their needs, and broadening of the course portfolio to facilitate mature learners wishing to change career direction;

- Additional training for application decision-makers in evaluating non-traditional qualifications and work experience, and closely monitoring reasons for rejection;
- Rollout of a more bespoke personalised support package to support transition to University.

73. Activities to increase the male participation rate in ITT will continue to involve targeted outreach work with potential applicants to highlight the need and opportunities for male trainees in this area, as well as the promotion of positive male role models – including engagement with our male alumni who are currently working within a primary setting.

Success

74. In 2019/20, we will be targeting resources on activities derived from our strategic approach, with the aim of delivering our ambition to improve outcomes for all students and closing gaps in performance for mature students and those from BME backgrounds.

75. By 2019, all UG programmes will be delivered based on the principles emerging from the work of PISO and related reviews. In relation to retention and attainment this includes: ensuring an 'inclusive curriculum', embedding academic skills in Levels 3 and 4, small group teaching on core modules to enhance active learning, an integrated Developmental Assessment Scheme to enable students to learn effectively from feedback and support early success, and opportunities for early reassessment to reduce workload and pressure on students who may be struggling.

76. Current academic support initiatives where there is already evidence of impact will be enhanced, with particular attention given to courses with the highest proportions of students from IMD quintiles 1 and 2. A before-and-after evaluation of the pilot Academic Mentor Scheme shows statistically significant improvements in the percentage of students achieving 2:1/1st class grades (13.4%). Qualitative feedback from students also reveals a general growth in confidence and increased understanding of the assessment process.

77. Similarly, evaluation of the Peer-Assisted Student Support (PASS) Scheme shows a positive correlation between working with a peer Success Coach and academic performance for Level 3 and 4 students: those who attended 50% or more of available sessions obtained average grades 11% higher than low or non-attenders. PASS is being piloted with Level 5 and 6 students in 2017/18 and if these positive results are replicated this will be fully rolled out by 2019/20. The current 164 peer Success Coaches reflect the demographic of our student body to some extent (44% from BME communities), but there is more to be done here. By 2019/20 it is also intended to target recruitment to ensure representation of other key student groups (e.g., mature students, student with disabilities), as well as using alumni as Success Coaches to act as role models and help build a community of practice.

78. Following feedback from the Students Union, we will also be looking to develop clear links between the different elements of academic support in order to present a single vision of the guidance available to students.

79. The planned development of the taught portfolio recognises that many of our students have significant term-time commitments such as part-time work and caring responsibilities which need to be accommodated. This will mean more flexibility in how

courses are offered as well as the opportunity to move between on-campus and fully supported on-line versions of modules. On-campus class timetables are being further reviewed to support students' attendance and engagement, including 'blocking' scheduled teaching on specific days to reduce time and cost spent on travelling. To support students from areas in IMD quintiles 1 and 2, we will seek to prioritise this work with those courses with the highest levels of socio-economic deprivation and financial hardship.

80. In addition to the activities above, there are several emerging priorities to be developed by 2019/20. It is intended that these should be of benefit to all students, but the first three are particularly concerned with measures to help close our performance gaps through engaging more with students in designing their learning, enhancing our use of learning analytics for early interventions and personalised learning, and staff training to improve inclusive practice and student support.

- Strengthening the 'Student Voice' - e.g., co-creating curricula and assessments in partnership with course teams, participating in teaching observation schemes to give feedback on their learning experience, increasing student ownership of course and module feedback and co-production and monitoring of action plans.
- Expanding the range of Learning Analytics available to support personalised learning (including more targeted academic mentoring, more nuanced identification of students 'at risk' of non-engagement for timely interventions, tracking of potential attainment level and targeting of academic coaching to provide support and raise aspirations). The pilot use of an additional academic indicator to identify 'at risk' students in Autumn 2017 appears to have led to fewer early withdrawals of new students, indicating the potential of using a wider range of analytics, although it is too early to assess the impact fully.
- Increasing investment in professional development programmes for staff to effectively support initiatives and embed change. For example, ensuring inclusive practice, training in unconscious bias in teaching and assessment, developing skills in academic coaching.
- Developing more inclusive learning and teaching environments supported by technology and innovative pedagogy. During 2017 newly designed teaching spaces, including four innovative types of learning technology, were piloted in partnership with students and tutors, and the evaluation informed the design of a new building which opened in March 2018. Over £7m was invested in the building, along with the appointment of a team of learning technologists to help tutors update their use of the virtual learning environment (VLE) and their use of classroom technology to enhance their teaching. The benefits of this investment will support teaching and learning activities in 2018/19 onwards.
- Effectively supporting students who disclose a mental health problem. Specific activities will be based on the results of the 'Healthy Campus Initiative' being piloted in 2018/19. In addition to working with those who disclose a specific problem, there is also the aim of encouraging all students to increase their emotional intelligence, resilience and reduce their levels of stress which will be delivered through a programme developed by the Counselling Service.

Progression

81. In 2019/20 we will be targeting our resources to support the following activities to enhance progression, especially in respect of 'highly skilled' employment outcomes.
82. Our WRL scheme which has been phased in over the past three years, and has grown to over 2500 undergraduates in 2017/18, making it one of the largest such schemes in UK Higher Education. The scheme is being developed further in 2019. Many students are already able to work on campus in a wide range of roles including in events organisation and as Success Coaches on the PASS Scheme. More than 1000 of the current work related opportunities were generated by our dedicated team of employer engagement staff with an expanding set of over 100 employers. The number of employers is expected to double by 2019. In addition to providing assessed work experience, this activity enhances the level of engagement with our Careers Consultants. The benefits of the WRL Scheme are already evident. For example, a survey of students found 93% stating they enjoyed their placement overall, 96.3% stating they believed that the experience had increased their confidence, and 98% gaining a clearer idea of the kind of career they would like to move into.
83. We will also be expanding our successful Career Mentors Scheme. Under the Scheme students are mentored by an industry professional, often an alumna/alumnus, for a five month period. To date in 2017/18, 81 students are participating in mentoring relationships and this will be increased to 200 mentees by 2019/20. Many of our Career Mentors are inspiring BME role models which is an important element in seeking to close the gap in progression performance of our BME graduates.
84. We are increasing the number of on-campus work opportunities for students. Part time work is very important to many of London Met's students, and in 2016/17 there were 1610 paid opportunities on campus available through Met Temps in addition to 160 Student Ambassadors roles and numerous Admissions jobs. These roles vary greatly in scope and duration, and there is a new initiative to increase the number of substantive work-study opportunities on campus to support students with financial challenges. The Students Union also provides a range of student employment opportunities across its services, as well as volunteering opportunities and is accredited by Investors in Volunteers for the support and development of student volunteers. Student leaders are given training and their contributions are rewarded and accredited. Where the work experience is provided on campus, priority will be given to those experiencing financial hardship. We will also provide travel assistance where needed to enable students from poorer backgrounds to access off campus placements.
85. In November 2017, the Fast Forward Festival (FFF) was launched, and will run again in 2018, with the aim of embedding careers and employability into the curriculum co-led by Careers Service and Academic Schools to support students into high skilled graduate jobs by developing a broader range of skills. The FFF will be repeated each year and comprises over 150 sessions including talks, employer and Careers Team workshops, Counselling and Library services, careers advice, recruitment and volunteering fairs, testimonials from successful alumni, matchmaking between employers and potential recruits.
86. The *Creating a Winning Business* module has expanded to 340 students in 2017/8, with the expectation that it will reach 500 students by 2020. This anticipated expansion is partly due to the introduction of a social enterprise version of the module designed to appeal to social science and social work undergraduates who tend to have a strong interest in working in or founding social enterprises. A high proportion of these students

are from a BME background and both modules are aimed at increasing the prospects of highly skilled employment.

87. A new range of workshops is being designed specifically to support mature students in tapping into opportunities generated through the Job Shop and Met Temps, our recruitment agency for on-campus jobs, as well as opportunities from the East London Business Alliance (ELBA) and other providers of work related learning and employment vacancies, mentoring, volunteering and employability skills training.
88. Careers support is available to all students, but will be proactively focussed on the courses with the highest proportions of the IMD quintiles 1 and 2 given the gap in progression outcomes for this group. The activities include careers workshops and 1:1 consultations, confidence building, and psychometric assessment centres. The expansion of Career Mentors programme will also be targeted on those students who have not previously benefitted from strong career role models.

Investment

89. Access, success and progression are areas of strategic priorities for London Met and this is reflected in the high level of financial investment that the University makes in them. We invest well above the 15% that its student demography requires. Our last OFFA agreement envisaged that we would spend 28% of the fee income above the basic level on access, success and progression in 2019/20. The current resource plan outlines an investment of more than 30% of the fee income above the basic level across the planning period. This will continue to be managed in relation to our overall fee income and the evaluation of our activities but we will sustain a level of committed expenditure beyond 15% at all times. Our investment remains balanced across access, success and progression.
90. We have increased access expenditure over the period to reflect our ambition to improve our offer rate to mature applicants to close the gap with younger applicants, and to increase the participation rate of male students entering primary ITT. This includes a dedicated Mature Learner Officer and increase targeted outreach work with potential male applicants for primary ITT to promote the opportunities for male trainees in this workforce.
91. For student success, we will resource on an ongoing basis the activities identified in the sections above, including extensions to the Academic Mentoring Scheme and the PASS Scheme and further investment in a range of professional services to improve learning diagnostics, interventions and ongoing support. In addition, it is important to note that in 2016 we undertook a major review of our Student Journey functions (effectively all our student support services) which has led to a re-alignment of the services which support success as well as the introduction of new services such as the frontline Student Liaison team which was fully implemented this year. We believe that the Student Journey, as currently configured, represents a strong grouping of services to support student success and that the financial figures we have allocated to this in 2019/23 reflect an accurate cost.
92. Following an impact evaluation in 2017, our bursaries are targeted at relatively low income groups and are offered to Home/EU students in receipt of the maximum maintenance loan. Our analysis showed that Level 3 students who received this bursary were about 10% more likely to progress in 2015/16 than those who did not and were 20% more likely to return to study in 2016/17. There were also particularly notable

positive outcomes in progression between levels for three specific sub-groups: (i) students with disabilities (75% vs 62% of non-recipients); (ii) students from BME backgrounds (72% vs. 58%); and (iii) mature students, with a step-change for those aged 26+ (81% vs 56%). We also maintain substantial hardship funds to support student emergencies and funds to support students with disabilities.

93. In 2019/20, for access, the London Met bursary will be awarded to new Level 3 home fee paying entrants in receipt of the full maintenance loan with a household income of £25,000 or less. The bursary offer is £1,000 dispersed in three equal instalments with the second and third payments based on a 75%+ attendance rate. We also offer a financial support package for new Home fee paying students who have been looked after by a local authority for a three-month period on or after the date when they reached the age of 16 and before the first day of the start of their course. The Care Leaver Bursary is £1,500 dispersed in three equal instalments with the second and third payments based on a 75%+ attendance rate. To enhance success, London Met bursary recipients progressing from Level 3 to Level 4 will receive a £2,000 bursary. Progressing Care Leaver bursary recipients will receive £1,500 for each year of their study.
94. Our higher spend for progression represents additional investment in work-related learning and in careers support to meet our strategic aim of increasing opportunities for all our students to graduate into highly skilled employment. This builds on the strong trajectory we have achieved in graduate employment for our students, and reflects continued efforts to broaden the range of WRL opportunities available to them and the range of students eligible to benefit from these opportunities.
95. The Resource Plan demonstrates our intention to maintain this high level of investment over the four-year period and to continue to maintain a balanced approach. This investment will be evaluated in terms of the impact on our performance targets and the extent to which it enables us to meet our ambitions for access, success and progression as detailed in the previous sections.

Equality and diversity

96. London Met has a high proportion of students from under-represented groups in higher education and values the diversity of its students, recognising that people from diverse backgrounds can bring new ideas and perceptions that enrich the learning environment. We are committed to providing a learning community in which the rights and dignity of all members are respected and free from unlawful discrimination, harassment and victimisation. This commitment is operationalised through the implementation, review and monitoring of policies that promote equality for all those who seek to study within the institution. All applicants and students receive equal treatment regardless of age, disability, gender identity, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic origin, religion or belief, sex or sexual orientation (Protected Characteristics under the Equality Act 2010).
97. The University champions equality and inclusion by promoting the diversity of our student recruitment, an inclusive curriculum and support for all members of the learning community, and actively seeking to further opportunity for our diverse student population through our progression activities.
98. We routinely collect, analyse and assess relevant data in order to measure performance and effectiveness of our equality and diversity policies and consider how improvements

could be made through setting of targets or other actions. We analyse differential outcomes for disadvantaged groups, and strategies to reduce these gaps are the key drivers for our activities as evidenced in our Access and Participation Plan.

Provision of information to students

99. London Met is committed to making the information on courses, tuition fees and financial support set out in this Access and Participation Plan and appendices readily available to prospective students, UCAS and the SLC in a timely and accessible fashion in line with CMA guidelines and guidance published by the QAA.
100. Information for prospective students will appear in printed prospectuses and other publications, on the University website and elsewhere online (e.g., UCAS course listings, in emails, texts, direct mail and through Key Information Sets (KIS widgets are published on our course web pages)
101. Training is provided for all student advisers, student ambassadors, and for recruitment and admissions staff to ensure that the correct information is given to all students including direct applicants, whether in writing, by telephone, or in person at open days, consistent with our Student Charter and our aim is that students make as informed a choice as possible. Information for students is sent out in a timely fashion with key information not only about the University but also about funding, deadlines, scholarships, enrolment etc., and the actions the prospective student should take.
102. We answer enquirer and applicant questions through our inbound and outbound call centres, contact forms, online chat (one-to-one live chat and group chat events) and opportunities to engage with us face-to-face (at open events, workshops or our enquiries office).

Engagement with students on the Access and Participation Plan

103. Students are involved as active partners and co-creators of our access, success and progression initiatives. For example, Student Ambassadors work with the WP team to develop activities to improve access for under-represented groups. Similarly, Students Union Sabbatical Officers jointly lead PISO work-streams in developing interventions and support to improve student success. Prospective students have also been involved in some of this work, for example, FE students on BTEC courses helping to design 'preparation for study' resources. Similarly, alumni make a vital contribution to our Career Mentors Scheme to support progressions, particularly in providing inspirational role models for BME students and supporting them to gain highly skilled employment. Students are also involved in the implementation and evaluation of these initiatives. For example, the critical student voice on the panels reviewing the implementation of PISO initiatives in the re-design of the courses.
104. The Students Union is also working to extend and reinforce the importance of the student voice in all aspects of University life, including the development of the Student Voice Group which is becoming a central touch-point for feedback on proposals as well as generating their own ideas to improve the student experience and outcomes. The Students Union is also looking to develop further and strengthen the system of student representation across the University, particularly in relation to under-represented groups.

105. We have consulted with the Students Union and Sabbatical Officers in the development of our Access and Participation Plan. They have been provided with the opportunity to share their views and contribute to successive drafts of Plan, including a separate meeting with them to go through the Plan in detail, and their comments and insight have been incorporated throughout. They were also similarly consulted on a draft of the Student Protection Plan.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

No inflationary element has been assumed.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
Foundation year / Year 0		£8,240
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		£11,100
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation year / Year 0	City & Islington College part of WKCIC Group (10007455)	£9,250
First degree		*
Foundation degree		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year / Year 0		£6,935
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Access - % FT First Degree Young Entrants from State Schools or Colleges	No	2009-10	96.4%	96.4%	96.4%	96.4	96.4	The objective is to stay at (or above) LMU's 2009-10 result of 96.4% (our location-adjusted benchmark that year was 94.6%). Should the sector experience a decline in demand from under-represented groups which affects the University's ability to maintain this position we will revisit our targets at that point.	
T16a_02	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Access - % of all First Degree students with a known disability	No	2011-12	8.3%	8.3%	8.3%	8.3%	8.3%	The objective is to stay at (or above) LMU's 2011-12 figure of 8.3%.	
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Access - % FT First Degree Young Entrants from LPNs	No	2009-10	6.7%	6.7%	6.7%	6.7%	6.7%	The objective is to stay at (or above) LMU's 2009-10 result of 6.7% (our location-adjusted benchmark that year was 5.7%). Should the sector experience a decline in demand from under-represented groups which affects the University's ability to maintain this position we will revisit our targets at that point.	
T16a_04	Progression	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	% of All FT First Degree Entrants who are continuing or qualify at the University the year following entry	No	2012-13	75.4%	86.5%	87.0%	87.5%	88.0%	The overall objective is to improve upon LMU'S 2012-13 statistic (which related to 2011-12's entrants) of 75.4% (LMU's 'adjusted sector' benchmark that year was 87.5%) - LMU has an internal target for 2016-17 of 81.0% but we would also like to make further additional progress towards achieving the 'adjusted sector' benchmark figure.	
T16a_05	Progression	Other (please give details in Description column)	HESA T5 - Projected degree (full-time, first degree entrants)	% of FT First Degree Entrants projected to be awarded a degree or 'other award'	No	2008-09	58.9%	72.0%	72.5%	73.0%	73.5%	Our target is to achieve a considerable improvement in the percentage of FT, First Degree entrants projected to be awarded a degree or 'other award'. In 2008-09 the statistic was just 58.9%. LMU has an internal target of 71% for 2016-17 and we would like to then make gradual annual improvements to this figure.	
T16a_06	Access	Gender	Other statistic - Other (please give details in the next column)	% Male in Primary ITT	No	2010-11	25%	21%	21%	21%	21%	National figure is 18% so target is to maintain a higher %	
T16a_07	Access	Ethnicity	Other statistic - Other (please give details in the next column)	% BME in Primary ITT	No	2010-11	42%	32%	35%	35%	35%	National figure for BME in ITT is 12%, so LondonMet is above the national average. We will seek to maintain this.	
T16a_08	Access	Ethnicity	Other statistic - Other (please give details in the next column)	% BME in Secondary ITT	No	2010-11	28%	35%	35%	35%	35%	As above	
T16a_09	Student success	Ethnicity	Other statistic - Other (please give details in the next column)	% BME achieving grade 1 or 2 in Primary ITT	No	2010-11	67%	85%	85%	85%	85%	The achievement level of BME students has typically been lower than for White students (of whom 92% achieved grade 1 or 2 in Primary ITT). The target is to reduce this difference.	
T16a_10	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	% of FT, First Degree entrants who are mature	No	2011-12	41%	49%	50%	51%	52%	We are already considerably ahead of the sector-wide average here, but LMU still hopes to make small year-on-year improvements in this area where possible.	

T16a_11	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	% of UK-Domiciled, First Degree students with a known ethnicity who come from a BME background	No	2009-10	60.0%	60.0%	60.0%	60.0%	60.0%	At least try to maintain 2009-10's proportion of UK-domiciled First Degree students (with a known ethnicity recorded) who came from a BME background. Should the sector experience a decline in demand from under-represented groups which affects the University's ability to maintain this position we will revisit our targets at that point.
T16a_12	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Narrow the BME Attainment Gap at LMU	No	2012-13	27.5%	15.0%	14.0%	13.0%	12.0%	We aim to decrease the gap between the % of White and BME First Degree students who obtain a 1st / 2:1 each year. In 2012-13 the attainment gap was 27.5%.
T16a_13	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Employment / Further Study Positive Outcomes (UK-domiciled, FT, First Degree graduates)	No	2013-14	45.6%	50.0%	51.0%	52.0%	53.0%	We aim to achieve a 1% improvement year-on-year in terms of the % of our E1a DLHE respondents who report that they are employed in a graduate / professional job or are engaged in further study. We will monitor this statistic using the Times' 'graduate prospects' metric published annually in their league table. 45.6% is the result which the Times published in their league table in Sep 2013.
T16a_14	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	% of Home, FT, First Degree, Year 1 Entrants who Drop Out by Year 2	No	2014-15	30.0%	22.8%	22.8%	22.8%	22.8%	We aim to reach 22.8% by 2016-17 and then at least maintain that figure going forward. Our baseline figure of 30.0% refers to the proportion of 2013-14's entrants who did not return in 2014-15.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Upward Bound Programme (a 2-year attainment programme run in conjunction with Islington Council and local schools; all participants are predicted to achieve D grades (or below) at GCSE level).	Yes	2015-16	75.3%	77%	78%	79%	80%	Our baseline figure relates to the % of Upward Bound participants who later did successfully manage to achieve 5+ GCSEs at grades C or above.	
T16b_02	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Upward Bound Programme (a 2-year attainment programme run in conjunction with Islington Council and local schools; all participants are predicted to achieve D grades (or below) at GCSE level).	Yes	2015-16	73.0%	75%	76%	77%	78%	Our baseline figure here relates specifically to the % of Upward Bound participants (with English as a second language) who later did successfully manage to achieve 5+ GCSEs at grades C or above.	