Access and Participation Plan

2020/21 – 2024/25

UNIVERSITY *of* **GREENWICH**

Introduction

The University of Greenwich has a proud history of widening participation that dates back to its foundation over 125 years ago as Woolwich Polytechnic, the second Polytechnic to be founded in the UK. This continued as the enlarged Thames Polytechnic (1970-1992), and now as the University of Greenwich (1992-to date). We remain committed to social mobility and to increasing access to higher education and maximising student achievement, enabling students to fulfil their potential and their ambitions in employment and further study. Of particular note is that Greenwich was recently ranked 67th in the world for reducing inequalities in the new THE impact rankings[1]. This is a measure of universities' policies on discrimination, their commitment to recruiting staff and students from under-represented groups and their research on social inequalities.

Our student population is comprised of a high proportion (97%) of students from state schools[2], has a higher than sector proportion of students who identify as Black, Asian and Minority Ethnicity (BAME)[3] (51%) and a higher than sector proportion of students who are mature[2] (36%). The University achieved TEF Silver in 2017, and there are many key indicators that position us favourably in the middle rank of UK universities and in the top 20 in many subject areas (Guardian league tables 2020).

This success is due to enhanced quality standards and embedded student support, which has improved the outcomes for widening participation students in underrepresented groups who study with us. However, we are not complacent and continue to consider how to support students who have multiple factors that collectively affect their educational outcomes: over 50% of our students have long commutes to the University (45 minutes or more, Commuter Student project with London Higher), have caring responsibilities or need to work significant hours to support their family. Supporting students with multiple potential constraints on achievement is a key commitment for the University of Greenwich and is embedded in our University Strategic plan 2017-2022 which outlines our commitment to transforming lives through inspired teaching and research.

1. Assessment of performance

The data below relates to Full-time, All undergraduates from the OfS APP data resources[4], unless stated.

1.1 Higher education participation, using POLAR4 and IMD data

Table 1 – POLAR4 Q1 vs Q5

POLAR x Year		Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	POLAR Q1	7.6	8.8	8.1	9.1	8.8	89.0	90.0	91.0	89.0	88.0	76.0	73.0	79.0	80.0	91.0	50.0	59.0	62.0	68.0	65.0
	POLAR Q5	24.4	22.0	23.1	22.6	21.5	94.0	94.0	92.0	90.0	91.0	73.0	70.0	72.0	76.0	80.0	46.0	56.0	64.0	54.0	66.0
	Gap (pp)						5.0	3.0	1.0	1.0	3.0	-3.0	-3.0	-7.0	-5.0	-11.0	-3.0	-2.0	2.0	-14.0	0.0
Sector	POLAR Q1	11.1	11.6	11.7	11.8	12.0	90.4	90.0	89.4	89.3	89.2	69.4	70.8	72.1	73.1	74.6	59.4	60.4	63.5	66.5	68.8
	POLAR Q5	31.0	30.5	30.4	30.4	30.3	94.6	94.6	94.2	94.2	94.2	79.4	81.3	81.7	83.4	84.1	66.5	68.4	71.4	72.6	74.8
	Gap (pp)						4.2	4.6	4.9	4.8	5.0	10.0	10.5	9.6	10.4	9.5	7.1	8.0	8.0	6.1	6.0

Table 2 - IMD

IMD x Year		Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	IMD Q1	24.5	25.4	26.6	28.1	26.3	89.2	89.0	87.7	86.7	87.8	60.0	59.0	62.0	70.0	74.0	46.0	53.0	59.0	58.0	64.0
	IMD Q5	13.2	13.7	12.5	11.8	12.5	93.0	93.0	91.0	92.0	92.0	76.0	77.0	79.0	86.0	87.0	59.0	69.0	69.0	66.0	70.0
	Gap (pp)						4.0	4.0	3.0	5.0	4.0	16.0	18.0	18.0	15.0	13.0	12.0	16.0	10.0	8.0	7.0
Sector	IMD Q1	19.0	20.4	20.9	21.2	21.6	87.9	87.5	86.4	86.1	85.9	62.0	62.8	63.8	65.9	67.1	58.5	60.5	63.6	65.2	68.9
	IMD Q5	23.3	22.0	21.7	21.5	21.0	94.2	94.1	93.9	93.8	93.8	80.0	81.9	82.9	84.2	85.1	68.3	70.1	72.5	73.9	76.0
	Gap (pp)						6.3	6.5	7.5	7.7	7.9	18.1	19.1	19.1	18.3	18.0	9.7	9.6	8.9	8.7	7.1

[1] https://www.timeshighereducation.com/rankings/impact/2019/reducing-inequalities#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/scores

[2] https://www.hesa.ac.uk/news/07-02-2019/widening-participation-tables

[3] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/get-the-underlying-data/

[4] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/get-the-underlying-data/

1.1.1 Access to higher education

A large proportion of the University's student population come from local London boroughs and this presents challenges in reliably classifying levels of student disadvantage. A recent report from Durham University[5] highlighted how area-level instruments such as POLAR (Participation of Local Areas) have a risk both of false positives and false negatives. Individuals may be identified as disadvantaged simply because they live in an area where HE participation is low, but themselves are not disadvantaged; or a student may be assumed not to be disadvantaged as they come from an area with overall good HE participation rates, when in fact they are from a deprived background. This is a particular challenge when examining POLAR4 wards in London where people who experience poverty can live in a deprived local area side-by-side with more affluent neighbours, in relatively affluent wards with high HE participation rates. Given this issue, the University has chosen to analyse our access data comparing quintiles using both POLAR4 and also IMD (Index of Multiple Deprivation) categories, which provides a more granular, local level LSOA (Lower Level Super Output Area) classification of deprivation, compared to the broader ward-level POLAR4 data.

Taking the ward-level POLAR4 quintile 1 (Q1) classification of disadvantage alone indicates that 8.8% of the university student intake for 2016-17 came from deprived areas, this is below the 12% sector average for recruitment (see Table 1). However, using the IMD Q1 classification (in Table 2), we can see that 26.3% of our student intake in 2016-17 came from LSOAs that have an IMD Q1 ranking. Thus, for our students, even though they may come from wards where overall HE participation rates are in areas with higher HE participation, they are likely to come from the most deprived local neighbourhoods within these wards. This indicates that the University is making a significant contribution to widening access to higher education for people from the most deprived local areas in London and the South East.

1.1.2 Continuation

The continuation rates of our students from the most disadvantaged backgrounds continues to be lower than those from more advantaged areas, both at POLAR4 ward and IMD LSOA level. Comparing Q1 versus fifth quintile (Q5) students, our most recent data indicate that fewer students from disadvantaged backgrounds (3% POLAR4, and 4% IMD) continue with their studies at the University following year of entry, compared to students from the most advantaged backgrounds. Since 2012-13, using the POLAR4 classification the gap has closed by 2% but using IMD the gap has remained constant at around 4 percentage points.

There is also a continuation rate gap between part time IMD Q1 and Q5 students, that is not statistically significant and there are small numbers in this group which may cause large fluctuations year on year.

In summary, our aim is to eliminate the POLAR continuation gap completely and fully align with the national KPM (Key Performance Measure) to reduce non-continuation between the most and least represented groups (POLAR4 Q5 and Q1 respectively).

1.1.3 Attainment

The attainment of students from the most disadvantaged backgrounds differs markedly when using the two forms of classification (POLAR v IMD). When using POLAR classification Q1 students have been out-performing Q5 classified students (see Table 1). The size of the gap has fluctuated between 3 percentage points and 11 percentage points. Most recently in 2017-18, 91% of students from Q1 POLAR backgrounds achieved a good degree (1st or 2.1 degree classification), versus 80% of students from more advantaged Q5 background: a positive gap of 11 percentage points. This difference may partly be an artefact of the misclassification (false negatives) of student disadvantage that occurs when using POLAR in London.

When we analyse attainment data using the IMD classification of deprivation, we see a different picture (Table 2), with 74% of IMD Q1 classified students achieving a good degree classification in 2017-18, compared to 87% of IMD Q5 students. However, the University has seen a significant improvement in attainment of IMD Q1 students since 2013-14, increasing from 60% to 74% of Q1 students achieving a good degree. Using IMD classification we see a 13 percentage point gap comparing IMD Q1 students versus IMD Q5 for 2017-18, which has reduced by 3 percentage points over the previous five academic years. We acknowledge that this gap is still far too large and we need to continue to work harder to close it.

Analysis of part time data from the OfS for IMD students highlights a consistent attainment gap between students from Q1 and Q5, however this is not statistically significant and numbers in the IMD Q1 group are low. We will continue to monitor this, but due to low numbers (around 60 per year) we have not set a target as small changes will have large impacts on patterns.

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[5] https://www.dur.ac.uk/resources/dece/ContextualisedHEadmissions.pdf

1.1.4 Progression to employment or further study

Progression to higher skilled employment or further study for students from deprived backgrounds has improved significantly from 2012-13 to 2016-17, with a 15% improvement in progression of students classified as POLAR4 Q1 (from 50% to 65%, see Table 1), and an 18% improvement in progression for students classified as IMD Q1 (from 46% to 64%, see Table 2). The POLAR4 Q1 progression data in Table 1 shows that the University did not have a progression gap between POLAR Q1 and Q5 students in 2016-17 and there has been improvement across the board in this area. However, IMD classification (Table 2) reveals a gap of 7 percentage points between IMD Q1 and IMD Q5 students 2016-17 in progression into higher skilled employment, although this has been steadily reducing from a 12 percentage point gap in 2012-13, a 5% improvement.

Scrutiny of OfS part time IMD data in 2016-17 reveals a 16 percentage point progression gap between students from IMD Q1 and Q5 backgrounds. This is not statistically significant and there are small numbers of students in the IMD Q1 group, which will be further reduced as progression is based on survey results which not all leavers will complete.

1.2 Black, Asian and minority ethnic students

Table 3 - Ethnicity

Ethnicity x Year		Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	White	49.6	52.8	52.0	48.5	48.5	91.6	91.9	89.7	90.3	89.3	76.1	76.8	77.0	82.7	86.1	60.6	63.8	68.2	66.9	70.0
	BAME	50.4	47.2	48.0	51.5	51.5	89.8	90.3	89.6	87.9	89.7	59.7	59.3	62.9	67.8	71.1	45.4	51.5	60.7	58.0	62.1
	Gap (pp)						1.8	1.6	0.1	2.4	-0.5	16.4	17.5	14.1	15.0	15.0	15.2	12.3	7.5	8.9	7.9
Sector	White	73.8	71.6	70.5	69.6	68.9	91.9	91.8	91.4	91.3	91.3	77.4	78.9	79.9	81.1	82.0	66.2	67.7	70.0	71.6	74.0
	BAME	26.2	28.4	29.5	30.4	31.1	90.0	90.1	88.7	88.5	88.1	62.6	64.3	64.9	67.3	68.8	59.7	62.6	66.8	67.1	70.1
	Gap (pp)						1.9	1.7	2.7	2.7	3.2	14.8	14.6	15.0	13.8	13.2	6.5	5.1	3.3	4.5	3.9

Table 4- Disaggregated ethnicity

Ethnic Group x Year		Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	White	49.6	52.8	52.0	48.5	48.5	91.6	91.9	89.7	90.3	89.3	76.1	76.8	77.0	82.7	86.1	60.6	63.8	68.2	66.9	70.0
	BAME	50.4	47.2	48.0	51.5	51.5	89.8	90.3	89.6	87.9	89.7	59.7	59.3	62.9	67.8	71.1	45.4	51.5	60.7	58.0	62.1
	Black	20.1	18.9	19.1	22.0	19.9	88.0	90.0	88.0	88.0	88.0	52.0	52.0	58.0	60.0	65.0	48.0	54.0	60.0	62.0	66.0
	Asian	22.1	19.6	19.1	20.3	21.7	92.0	91.1	91.0	89.0	91.0	64.0	64.0	66.0	72.0	74.0	41.0	49.0	60.0	52.0	59.0
	Mixed	5.1	5.6	5.9	5.6	6.2	85.0	88.0	86.0	84.0	91.0	64.0	71.0	66.0	74.0	82.0	53.0	54.0	66.0	68.0	63.0
	Other	3.0	3.1	3.9	3.6	3.7	89.0	93.0	94.0	91.0	91.0	68.0	59.0	66.0	75.0	68.0	52.0	46.0	61.0	64.0	58.0
Sector	White	73.8	71.6	70.5	69.6	68.9	91.9	91.8	91.4	91.3	91.3	77.4	78.9	79.9	81.1	82.0	66.2	67.7	70.0	71.6	74.0
	BAME	26.2	28.4	29.5	30.4	31.1	90.0	90.1	88.7	88.5	88.1	62.6	64.3	64.9	67.3	68.8	59.7	62.6	66.8	67.1	70.1
	Black	8.6	9.8	10.2	10.4	10.5	87.3	87.6	86.0	85.4	85.0	52.8	54.3	55.2	57.3	58.9	58.3	60.7	65.4	65.9	69.3
	Asian	11.9	12.5	12.9	13.3	13.7	92.1	91.9	90.7	90.8	90.3	65.0	67.3	67.9	70.7	71.9	59.3	63.1	66.7	67.3	70.3
	Mixed	4.1	4.4	4.6	4.7	4.8	89.9	89.8	89.2	89.1	88.8	71.9	73.5	73.4	75.3	78.0	63.4	64.2	69.2	69.0	71.0
	Other	1.5	1.7	1.8	1.9	2.2	89.4	90.2	88.8	88.3	88.5	64.1	65.3	66.4	68.2	68.8	60.7	63.4	67.5	67.6	70.5

1.2.1 Access to higher education

In 2017-18, our most recent cohort, 51.5% of students we recruited were classified as BAME, and consistently, since 2013-14, around 50% of the students we have recruited have been classified as BAME. This is 20.4 percentage points above the sector norm of 31.1% (2017-18). Disaggregated BAME data in Table 4 highlights that the proportion of students from each of the BAME sub-categories of Black (most recent 19.9%), Asian (21.7%), and Mixed and other backgrounds (9.9%), has also remained consistent over this five-year period. Around 19% of the Greenwich local authority population are from a Black African, Caribbean and Black British background[6], and this proportion is mirrored in the 19.9% students at University of Greenwich who are classified as Black. Overall, however, the proportion of BAME students within our student body significantly exceeds the 38% proportion of people from a non-White ethnic group who reside in our local authority, the Royal Borough of Greenwich[7], in which two of our three campuses are located. In sum the University of Greenwich has a very successful history of recruiting a significant proportion of students from BAME backgrounds, with this proportion well in excess of sector norms.

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[6] http://www.greenwichjsna.org/app/uploads/2015/08/Demography_JSNA-1.pdf p22
[7] http://www.greenwichjsna.org/app/uploads/2015/08/Demography_JSNA-1.pdf p22

Data supplied by the Office for Students[8] reveals that the recruitment of BAME students who live in POLAR4 Q1&2 is a sector-wide challenge. The sector average in 2016-17 was 7%, and was similar for the previous five years. In 2016-17 the University recruited 6.6% of BAME students from POLAR4 Q1&2, compared to 44.4% of BAME students from POLAR4 Q3-5. In summary there is no underrepresentation gap between BAME and White students at the University of Greenwich.

1.2.2 Continuation

From 2012-13 to 2016-17 the University has a good track record for retaining BAME students, with continuation rates of around 90% for the past five years. Over this period the continuation gap between White and BAME students has reduced from 1.8 percentage points in 2012-13 to no gap in 2016-17, where in fact more BAME students continued their studies compared to White students. Further analysis of sub-groups however shows that the continuation of Black students is 1.7 percentage points below that of the average for BAME students. Similarly, intersectional data highlights a consistent position for BAME students who live in the most deprived neighbourhoods (IMD Q1&2), where continuation has remained around 90% for the five-year period from 2012-13 to 2016-17. POLAR data from the Office for Students (as referenced above) highlights that BAME students living in Q1&2 have a continuation rate of 88%, compared to 91.2% of BAME students living in Q3-5, a 3.2 percentage point gap highlighting that our BAME students from low participation neighbourhoods are less likely to continue their studies, compared to BAME students in Q3-5 areas.

1.2.3 Attainment

As found across the sector, the University has a similar challenge with a difference in BAME attainment, in particular Black and Asian student attainment (see Table 4). While attainment for BAME students has improved by 11.4 percentage points from 59.7% in 2013-14 to 71.1% in 2017-18, there continues to be a 15 percentage point gap between BAME and White students that has only improved by 1.4% over the five previous academic years.

Black students

Disaggregated data in Table 4 confirms that Black student attainment needs to be our priority area. In 2017-18, 65% of Black students achieved a good degree compared to 71.1% of BAME students as a whole, 6.1 percentage points lower. The gap between Black and White students is even higher at 21 percentage points, with White student attainment at 86.1%. We are examining each programme and department to target interventions with these students to support the national KPM to reduce the gap in degree outcomes (1st or 2:1s) between White and Black students.

Asian Students

The attainment of Asian students, our largest BAME group at the University is an improving position, with a 10 percentage point increase between 2013-14 to 2017-18. Despite improvements, the size of this gap has not reduced in the previous five years, table 4 highlights that although Asian student attainment was 74% in 2017-18, there was a 12.1 percentage point gap between them and White students at 86.1%.

Intersectionality of BAME with low participation area

Intersectional data from the University's reporting portal shows that in 2017-18, 36.5% of Black students living in POLAR3 Q1&2 achieved a 2:2 or below degree classification, compared to 33.8% of Black students living in Q3-5, highlighting that being from a low participation area may not be the key factor in explaining the Black attainment gap at the University. Analysis of age and ethnicity intersectional data highlights that 30.4% (number 450) of mature BAME students achieve a 2:2 or below degree classification compared to 25.7% (number 111) of young BAME students, a 4.7 percentage point difference, highlighting the need to target mature BAME students. The proportion of BAME disabled students achieving a good degree in 2017-18 was 73%, 2.5 percentage points higher than non-disabled BAME students, however the numbers of students in this disabled category are low at 89.

Part time BAME students

Similar to full time students, there is a significant attainment gap between part time BAME and White students. The attainment gap between part time BAME students and White students has reduced from 39 percentage points in 2013-14 to 26 percentage points in 2017-18, an improvement of 13%. The data for 2017-18 highlights that 47% of part time BAME students achieved a good degree in 2017-18, compared to 73% of White students. Disaggregated analysis of the data clarifies that rates are lower for both Black and Asian part time students.

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8 https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/guide-to-the-access-and-participation-data-resources/get-the-underlying-data/

Future measures

The University uses the value-added (VA) metric devised by the University of Kingston to monitor our attainment gap. This measure considers both the prior attainment of the student and the subject being studied. We can access six years' worth of data covering the whole institution, down to module level. While the emphasis has been on monitoring BAME attainment, the dashboard also reviews attainment by age, gender, disability and distance travelled to the University.

In 2017/18, our first year of implementation of the project, the VA data highlighted that 76% of BAME students were expected to achieve a good degree, however the outcome was that 73% achieved a good degree, a 3 percentage point gap. These results highlight two things:

1) that 3% of BAME students have academic performance that is below what is expected considering their prior attainment and the course they are studying, which could be caused by structural factors such as the curriculum or assessment processes. Our commitment to eradicate structural factors is evidenced in this Plan, through the implementation of the Inclusive Curricula project, the reframing of assessment procedures, setting targets to employ more BAME staff and to ensure more BAME students are mentored by successful BAME colleagues in the workplace. Feedback from our students and Greenwich Students' Union (GSU) highlight external (structural) factors that also affect BAME students, such as financial pressures, balancing parenting and study and commuting long distances due to cultural and family issues. In summary the University, in partnership with our GSU are working closely together to gain a better understanding of the institutional and external structural factors that may be affecting the attainment of our BAME students

2) that the University has awarded degree places to BAME students, of whom 76% were predicted to achieve a good degree which is 10% lower (in 2017/18) than the actual percentage of White students who achieved a degree at 86.1%. This has made us very focused on the use of our Learning Analytics at programme and especially module level, to ensure that personal tutors and course leaders are very aware of the students who may need additional support because of poor engagement, such as absence from lectures and seminars or general lack of engagement with university support services.

Going forward we will monitor continuation using the same approach, especially in our collaboration with the GSU to understand the factors that contribute to unexpected BAME under- performance. Analysis at department level clarifies that some particular departments have greater challenge with Black attainment than others and we are working with them in the next phase of the Inclusive curricula project. We will work with key departments during 2019-20 to understand the specific challenges. Throughout the year we will continue to conduct further analysis of Black attainment using the University's internal reporting systems to further understand where challenges exist at department level. As the project moves into a second phrase, it will become important to explore further the explained and unexplained factors of the BAME attainment gap. Collaboratively our Planning and Statistics (PAS) and Measuring Education's Real Impact from Innovative Teaching (MERIT) teams will use a Blinder-Oaxaca Decomposition[9] to help identify the relative importance of the various explained factors, both social and personal, identified above in order to support the University's ambition to close this gap.

1.2.4 Progression to employment or further study

The progression of BAME students into higher skilled employment or further study is an area of development for the University. Table 3 highlights in 2016-17 that there was a gap of 7.9 percentage points, between White students, who had a progression rate of 70%, compared to BAME students with 62.1%. Following provision of an enhanced employability service with support available in all faculties, both groups have seen improved progression rates between 2012-13 and 2016-17. BAME progression has improved from 45.4% in 2012-13 to 62.1% in 2016-17, an increase of 16.7 percentage points. Similarly, White progression has increased from 60.6% in 2012-13 to 70% in 2017-18, an increase of 9.4 percentage points over the same five-year period. The gap between White and BAME has therefore closed from 15.2 percentage points in 2012-13 to 7.9 percentage points in 2016-17, a positive position.

Scrutiny of intersectional data for BAME students living in POLAR4 Q1&2 neighbourhoods reveals a progression rate of 67%, compared to 66% of White students from Q1&2 areas, highlighting no gap between them, but we are looking to improve progression for all students and will be reviewing the new HESA Graduate Outcomes record data carefully when it is released in 2020.

Inspection of institutional data clarifies that the progression rate gap between Black and White students over the age of 21 (Mature) increases with age. In 2016-17 a gap of nearly 8 percentage points between Black and White students exists in the 21-24 age bracket, where 69.8% of Black students progress into employment or further study, compared to 77.7% of White students. This gap increases for Black students in the 25 and over age bracket, where 68.1% of Black students progress, compared to a progression rate of 84% for White students, a gap of 15.9 percentage points.

In 2016-17 the progression rate for part time BAME students was 61% compared to 79% progression for part time White students, indicating a gap of 18 percentage points. This is not statistically significant and there are small numbers in the part time population, which will be further reduced as the indicator comes from

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[9] https://link.springer.com/article/10.1007/s11162-019-09554-y

survey responses which not all leavers will complete. The progression rate gap between part time BAME and White students has ranged from 15 to 22 percentage points between 2013-14 to 2016-17 highlighting a persistent challenge. Disaggregated numbers were considered and a gap for the progression of Asian students has been widening over the last few years. Numbers are very low (50 in the Qualifiers population as a whole) and small fluctuations in progression within this group would have a large impact on the proportions. We will continue to monitor this gap in the coming years, but due to low numbers are not proposing a target at this point.

1.3 Mature students

Table 5 – Mature students

	Age x Year	Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	Young (<21)	61.8	63.2	62.1	59.6	63.9	92.2	92.7	90.7	89.7	90.2	69.9	70.7	71.6	77.6	80.5	48.3	54.2	61.8	59.4	63.8
	Mature (21+)	38.2	36.8	37.9	40.4	36.1	88.7	88.4	87.9	87.8	88.3	61.9	63.8	68.0	73.1	78.1	61.1	64.0	71.0	69.0	72.0
	Gap (pp)						3.5	4.3	2.8	1.9	1.9	8.0	6.9	3.6	4.6	2.4	-12.8	-10.0	-9.0	-9.0	-8.0
Sector	Young (<21)	75.3	73.6	73.1	72.6	72.2	92.9	92.7	92.3	92.1	92.2	75.4	76.9	77.8	79.4	80.2	63.2	65.0	68.1	69.7	72.3
	Mature (21+)	24.7	26.4	26.9	27.4	27.8	86.2	85.8	85.2	85.3	84.8	66.4	66.6	67.6	68.6	70.0	70.5	72.5	73.4	73.1	75.7
	Gap (pp)						6.7	6.8	7.1	6.8	7.4	9.0	10.3	10.2	10.8	10.3	-7.3	-7.4	-5.3	-3.3	-3.4

1.3.1 Access to higher education

Table 5 shows that the proportion of mature students studying at the University from 2013-14 to 2017-18, has been largely stable, fluctuating between 36.1% and 40.4%. Despite the changes in the sector, analysis of HESA[10] data highlights that the University has made progress with the recruitment of Mature students from low participation neighbourhoods (POLAR3). In 2009-10, 4% of first-degree Mature entrants were from a low participation neighbourhood, rising to 5.8% in 2016-17, an increase of 1.8 percentage points, above our location adjusted benchmark of 4.9%. Further evaluation against the sector for this area is problematic as we are comparing ourselves to higher education institutions outside of London, who do not have the same challenges with POLAR data. In summary the University has consistently performed better than the average for the sector in the recruitment of mature students.

1.3.2 Continuation

Table 5 reveals that the gap in continuation between young and mature students has reduced by 1.6 percentage points over a five-year period, from 3.5% in 2012-13 to 1.9% in 2016-17. However, it should be noted that the reduction of this gap can be attributed to the continuation of Young students which has reduced from 92.2% in 2012-13 to 90.2 in 2016-17, and that Mature student continuation has remained stable over that same five year period at around the 88% mark. The University of Greenwich, from 2012-13 to 2016-17, has consistently supported more Mature students to continue their studies, compared to the average for the sector.

1.3.3 Attainment

In 2013-14, the percentage of Mature students achieving a good degree was 61.9%, compared to 69.9% for Young students (see Table 5). Over the subsequent five years to 2017-18, the percentage of Mature students achieving a good degree has increased by 16.2 percentage points to 78.1%. The percentage of younger students achieving a good degree also increased over this period by 10.6 percentage points. The result is that the Mature attainment gap at the University has improved to 2.4 percentage points in 2017-18, a reduction of 5.6 percentage points from 2013-14 when the gap was 8 percentage points. In sum the attainment of Mature students at the University has improved significantly since 2013-14 and the attainment gap between them and Young students has reduced.

Scrutiny of the University's intersectional data highlights that a smaller proportion of Mature BAME students achieve a good degree, compared to White mature students. In 2017-18, 85.7% of Mature White students achieved a good degree, compared to 69.6% of Mature BAME students, a 16.1 percentage point gap. The attainment gap between Young White students and Young BAME students is slightly better at 11.8 percentage points, where 86.1% of Young White students achieve a good degree, compared to 74.3% of Young BAME students. This highlights again the need to consider the needs of those with multiple risk factors, in particular those who are Mature, BAME and are likely to have caring responsibilities.

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[10] https://www.hesa.ac.uk/news/07-02-2019/widening-participation-tables

1.3.4 Progression to employment or further study

In each year across a five-year period from 2012-13 to 2016-17, more Mature students progressed into employment or further study than Young students at the University (see Table 5). We will continue to provide a high level of support to Mature students and will monitor to ensure that their employment levels are retained or improved.

Scrutiny of data for Mature students who are studying part time with us reveals that the percentage progressing into employment or further study has declined by 9 percentage points, from 83% in 2012-13 to 74% in 2016-17. This affects a small number of students and we will hold focus groups in 2019-20 to identify the particular needs of these students.

1.4 Disabled students

Table 6 – Disabled students

Disability x Year		Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	No Known Disability	91.2	90.6	90.0	89.0	89.1	90.7	91.1	89.8	89.2	89.8	67.3	68.3	70.8	76.1	79.4	52.3	57.0	64.3	62.5	66.7
	Disabled	8.8	9.4	10.0	11.0	10.9	91.0	91.0	89.0	87.0	87.0	68.0	66.0	65.0	76.0	81.0	58.0	61.0	69.0	65.0	65.0
	Gap (pp)						-1.0	1.0	1.0	2.0	3.0	0.0	2.0	6.0	0.0	-2.0	-6.0	-4.0	-5.0	-2.0	1.0
Sector	No Known Disability	88.2	87.7	87.1	86.3	85.4	91.5	91.1	90.6	90.4	90.3	74.2	75.4	76.2	77.7	78.7	65.0	66.8	69.5	70.7	73.3
	Disabled	11.8	12.3	12.9	13.7	14.6	90.0	89.9	89.7	89.4	89.4	70.7	72.3	73.4	74.7	75.9	63.8	65.0	67.8	68.9	71.5
	Gap (pp)						1.5	1.3	0.9	1.0	1.0	3.4	3.1	2.8	3.0	2.8	1.1	1.8	1.6	1.9	1.8

Table 7 – Disaggregated Disabled students

Disability x Year		Access %					Continuation %					Attainment %					Progression %				
		13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	17-18	12-13	13-14	14-15	15-16	16-17
UoG	No Known Disability	91.2	90.6	90.0	89.0	89.1	90.7	91.1	89.8	89.2	89.8	67.3	68.3	70.8	76.1	79.4	52.3	57.0	64.3	62.5	66.7
	Disabled	8.8	9.4	10.0	11.0	10.9	91.0	91.0	89.0	87.0	87.0	68.0	66.0	65.0	76.0	81.0	58.0	61.0	69.0	65.0	65.0
	Cognitive and Learning	4.1	4.6	4.6	4.7	4.3	93.0	90.0	90.0	91.0	88.0	66.0	70.0	63.0	72.0	81.0	57.0	62.0	76.0	69.0	57.0
	Mental Health	0.8	1.2	1.6	2.3	2.1	DP	80.0	80.0	83.0	82.0	N	DP	60.0	90.0	90.0	N	DP	N	55.0	70.0
	Sensory Medical and Physical	1.7	1.5	1.8	2.1	1.8	89.0	91.0	88.0	83.0	86.0	64.0	55.0	65.0	78.0	77.0	55.0	55.0	65.0	70.0	70.0
	Multiple Impairments	1.7	1.6	1.5	1.6	2.0	90.0	95.0	90.0	86.0	89.0	76.0	59.0	70.0	75.0	75.0	60.0	61.0	70.0	60.0	80.0
	Social and Communication	0.5	0.5	0.6	0.4	0.7	DP	DP	DP	90.0	DP	N	N	DP	N	DP	DP	N	N	N	DP
Sector	No Known Disability	88.2	87.7	87.1	86.3	85.4	91.5	91.1	90.6	90.4	90.3	74.2	75.4	76.2	77.7	78.7	65.0	66.8	69.5	70.7	73.3
	Disabled	11.8	12.3	12.9	13.7	14.6	90.0	89.9	89.7	89.4	89.4	70.7	72.3	73.4	74.7	75.9	63.8	65.0	67.8	68.9	71.5
	Cognitive and Learning	6.2	6.0	5.9	5.7	5.5	91.5	91.4	91.3	91.3	91.4	70.0	71.4	72.4	73.8	75.3	65.8	67.0	69.7	70.6	73.3
	Mental Health	1.4	1.8	2.3	2.9	3.5	84.9	86.0	86.4	86.6	86.8	73.5	74.7	76.7	77.6	77.3	59.3	60.6	63.6	64.9	69.2
	Sensory Medical and Physical	1.9	2.0	2.1	2.2	2.3	89.4	89.3	89.7	89.0	88.7	71.6	72.4	74.7	74.9	77.0	61.4	63.9	66.7	68.9	71.2
	Multiple Impairments	1.8	2.0	1.9	2.1	2.3	88.7	88.5	88.3	88.3	89.1	71.2	74.5	73.6	75.2	75.3	62.5	63.6	67.6	70.1	71.8
	Social and Communication	0.4	0.5	0.7	0.7	0.8	90.5	89.3	88.7	89.0	88.1	69.0	68.0	67.9	70.9	72.5	53.0	52.0	56.0	58.1	61.8

1.4.1 Access to higher education

As highlighted in Table 6 above, in 2013-14, 8.8% of the University's student population were classified as disabled, rising to 10.9% in 2017-18, an increase of 2.1 percentage points over the five-year period. However, despite this improvement, we are still below sector norms in the proportion of students who are classified as disabled, and there is a 3.7 percentage point access gap between the University and the sector. Further analysis of Disabled student access in Table 7 shows that the sector has a higher proportion of disabled students with mental health difficulties at 3.5%, compared to the University at 2.1%. Likewise, the sector has a higher proportion of Disabled students with Cognitive and Learning difficulties at 5.5%, in contrast to the University at 4.3%. This is an area for focus in recruitment and is also underpinned by an increased commitment to providing the right support for these students.

1.4.2 Continuation

Table 6 illuminates that the continuation of full time Disabled students at the University has shown a 4 percentage point reduction over a five-year period from 91% in 2012-13 to 87% in 2016-17. Scrutiny of disaggregated data in Table 7 highlights that the retention of students with mental health conditions needs to be improved. In 2013-14, 80% of the University's students with mental health conditions continued with their studies, 11.1 percentage points below students with no known disability at 91%. However, this gap has reduced to 7.9 percentage points in 2016-17 where 82% of Disabled students with a mental health condition continued their studies, compared to 89.9% of students with no-known disability. Over a four-year period from 2013-14 to 2016-17 the continuation rate of Disabled students with mental health conditions has only risen 2 percentage points from 80% to 82%. The retention of Disabled students with Cognitive and Learning Difficulties, as shown in Table 7, has also declined from 93% in 2012-13 to 88% in 2016-17, however it should be noted that these are very small student numbers. The University will evaluate our offer for both of these groups of students, and we will review how the Disability team works with personal tutors.

A similar continuation position can be seen for part time students with a disability where 80% continued their studies in 2015-16, compared to 89% of students with no known disability, resulting in a 10 percentage point gap in this year[11], which because of small numbers is considered not to be a significant gap. The continuation gap for part time students with a disability compared to students with no known disability has fluctuated between 4 and 15 percentage points between 2011-12 and 2015-16, which is due to the small numbers of part time disabled students studying at the University. The University will continue to monitor part time students with a disability and their engagement with our Support Through *AccessAbility, Retention and Transition (STAART) project, to ensure that the maximum number of part time students with a disability engage with this supportive intervention.

1.4.3 Attainment

The attainment rate of the University's Disabled students has improved from 2013-14 to 2017-18 as shown in Table 6 above. In 2013-14, 68% of Disabled students achieved a good degree classification, which has increased to 81% in 2017-18, an improvement of 13 percentage points, meaning there is no current attainment gap between Disabled and non-disabled students at the University, and that we are delivering our commitment to achieve the national KPM to reduce the gap in degree outcomes (1st or 2:1) between Disabled and non-disabled students. Improvements in Disabled student attainment have also been made across the higher education sector, in 2013-14, 70.7% achieved a good degree, which improved to 75.9% in 2017-18, a 5.2 percentage point enhancement.

Examination of intersectional data for Disabled students from the University's own reporting systems, highlights that a smaller proportion of BAME students with one or more disabilities achieve a good degree compared to White students. In 2017-18, 202 (85.2%) of White students with one or more disabilities achieved a good degree, compared to 89 (73%) BAME Disabled students with one or more disabilities, a 12.2 percentage point gap.

Disaggregated Disabled student attainment data in Table 7 shows that in 2017-18 Disabled students with a mental health condition showed attainment levels 9 percentage points above the University's average for Disabled students as a whole (90% v 81%). In contrast, only 77% of Disabled students with Sensory Medical and Physical challenges achieved a good degree, 4 percentage points below the overall average. Likewise, 75% of Disabled students with Multiple Impairments achieved a good degree, 6 percentage points below the University average attainment rate for Disabled students.

Gains made by the University in this area mean that from 2016-17 more of our Disabled students achieved a good degree, compared to the sector, but we need to do more to tackle the obstacles that sub-populations face in achieving good degrees.

Scrutiny of attainment data for part time students with a disability highlights 50% achieved a good degree in 2017-18, compared to 63% of students with no known disability, representing a 13 percentage point gap. This is not statistically significant and there are small student numbers. The previous year, in comparison,

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[11] OfS data resources apply rounding which will be affecting the calculation.

highlights there was no gap and that a greater percentage of students with a disability achieved a good degree (70%) compared to students with no known disability (55%), which is 15 percentage points more. We will monitor the engagement of this sub-population with our support services for wellbeing to gain a greater understanding of how best to support them.

1.4.4 Progression to employment or further study

In 2012-13, 58% of Disabled students progressed into employment or further study. This has improved to 65% in 2016-17, a 7 percentage point improvement. Across most of the five-year period between 2012-13 to 2016-17 as shown in Table 6, more Disabled students progressed into employment or further study, compared to students with no-known disability, with no statistically significant gap existing between these groups. In 2016-17, 65% of Disabled students progressed, compared to 66.7% of non-disabled students, representing a 1.7 percentage point gap, however in the previous four years between 2 and 4 percentage points more Disabled students progressed into employment or further study, compared to non-disabled students. Further scrutiny in Table 7 highlights that only 57% of the sub group of Disabled students with Cognitive and Learning conditions, progressed onto employment or further studies after graduation in 2016-17 and although these are small numbers this is an area for future targeted work.

Analysis of data for the part time progression of students with a disability highlights a persistent 15 percentage point gap between 2013-14 to 2016-17, however because of small numbers of part-time students with a disability we have not added a target as small changes will cause large percentage differences. .

1.5 Care leavers

1.5.1 Access to higher education

Information that the University receives from UCAS indicated that 279 students were in the care of a local authority in September 2018, across all three academic years of study. In order to ensure that care leavers access support at an early stage, the University contacts all the students UCAS identifies as care leavers. Of those new entrants who entered in the 2018 admissions term, only 51 confirmed themselves to be a care leaver, compared to the 188 highlighted in our UCAS data. This compares to 36 in 2017 and 51 in 2016. The inconsistencies between UCAS data and subsequent self-declaration makes it difficult to determine how we compare against sector norms.

1.5.2 Continuation

Due to the issues with UCAS data discussed, the University is developing an internal reporting process to capture continuation of care leavers. This will be in place by the end of 2019-20.

1.5.3 Attainment

In 2018 the University created a new internal reporting tool to capture the attainment of care leavers, enabling us to report on the attainment of care leavers going forward. At present this report draws from data supplied by UCAS, which is then manually checked against the people we know to be care leavers, following our phone call with them. In 2017-18, 86% of care leavers achieved a good degree, with 13% achieving a lower second or a pass degree. The demographics of the care leavers who complete their studies were: 32% Black; 18% Asian, 14% Mixed Ethnicity and 36% White students. Qualitative data underlines the value of the support that is on offer at the University of Greenwich to support attainment "Words cannot describe the service and support that I have received from both of you and this is shown in the Merit that I received from my degree" and "I know you may feel that you're only going your job, but take it from me you both exceeded that in more ways than one. I hope the service remains in place as Care leavers need people to believe in them as well as someone who understands what they are going through".

1.5.4 Progression to employment or further study

At this point in time the University is unable to disaggregate care leavers from the University's Destination of Leavers in Higher Education data, but we will have this in place by the end of 2019-20.

2. Strategic aims and objectives

2.1 Target groups

Assessment of our current performance highlights that full time BAME students need to be the focus of much of our widening participation work, as their attainment and progression outcomes need to be improved. The priority for our work is to reduce the 21 percentage point attainment gap between Black and White full time students as illuminated in section 1.2.3. Similarly, we are targeting our BAME strategic interventions at the 12 percentage point attainment gap between Asian and White students. Aligned to our focus on improving full-time BAME attainment we are also targeting part time BAME attainment as the data highlights a 26 percentage point

gap in 2017/18. The attainment of students who live in areas of multiple deprivation (IMD) are another attainment target for us, focusing our work to close the 13 percentage point gap outlined in the 2017/18 data.

The continuation of full-time students with a disability is another of our priority areas, as their retention over the past five years from 2012-13 has been slowly declining, resulting in a 3 percentage point gap in 2016/17. As noted in section 1.4.2 the continuation of full time disabled students with a mental health condition will be our primary focus as disaggregated analysis highlights their continuation to be 7.8 percentage points below that of students with no-known disability, the cause of the low continuation rate for all students with a disability.

Similarly, the continuation of students from POLAR4 Q1 neighbourhoods is another area that must be improved, aligned to the national key performance measures. The data in table 1 in section 1.1 highlights that the continuation rate of students from low participation neighbourhoods has been consistently below that of students from high participation neighbourhoods, with a gap of 3 percentage points.

Although our BAME progression rate for full time students has improved 7.3 percentage points between 2012-13 to 2016-17, this will be another priority area for us as we still have a progression rate gap of 7.9 percentage points between BAME and White students. Further analysis in section 1.2.4 and in Table 4 highlights that the progression rate gap between Asian and White students is reducing from 19.6% in 2012-13 to 11% in 2016-17, however the University is committed to eliminating the progression gap between Asian and White students by 2029-30. We are also committed to eliminating the 7 percentage point progression gap between students of Mixed Ethnicity and White students by 2025-26.

We are committed to improving access to the University, and have set a target to increase the amount of full-time care leavers that study with us in support of the national agenda to improve the proportion of this group of students who progress into higher education, which is currently at 6% in England. Our work in this area can be traced back to 12 years ago, and our first summer school for care leavers in 2007.

The University's focus on access extends to POLAR4 Q1 students, to support the Office for Students key performance measure to reduce the gap in HE participation between the most and least represented groups by 2024-25. Using Kent and Medway Collaborative Outreach Programme (KaMCOP)[12] and internal data the University will review our outreach in Kent and Medway during the 2021-22 academic session, when we will have two years of data. In this year we will set a meaningful POLAR4 Q1 recruitment target to begin from the 2022-23 academic year.

The University has clear ambitions to eliminate gaps where they exist across our institution and where possible continue to exceed sector averages. We increasingly recognise that many of our disadvantaged students have multiple risk factors that may impinge on their attainment such as being from a BAME group, being from more disadvantaged areas, having caring responsibilities and commuting to university. We are assessing sector best practice to enhance support for these students.

We are committed to eliminating the gaps that exist for part-time students and expect the strategic interventions listed in this Plan to have a positive impact, as they target students on both modes of study. Our aim is to ensure that the gaps which exist for part-time and full-time students reduce at the same rate. Through our Widening Participation Impact Strategy Group, we will monitor performance across all part-time cohorts annually to establish the impact of our interventions, and to consider whether additional interventions are required to address particular needs of small part-time sub-cohorts.

2.2 Strategic aims and objectives

In line with the University's long-standing values and commitments to inclusivity as indicated in our Strategic Plan 2017-2022[13], we are committed to delivering equality of opportunity for underrepresented groups and have set ourselves the strategic aims and objectives listed below.

Our ambition is to eliminate all the access, attainment, continuation and progression gaps we have highlighted, and to have achieved this by 2033. We believe this can be achieved if we maintain the rate by which we have reduced the gaps in recent years, we continue to implement the interventions we are delivering and also supplement these in areas of specific concern. As highlighted below our main challenges are related to the attainment and progression of Black and Asian students, hence much of our focus will be on those interventions that target these groups. This approach is outlined in more detail in section 3.1.3.

The aims listed below are clearly linked to the policies and strategies that drive the University forward. Our aim to increase participation in higher education and promote social mobility is underpinned by our Schools and College Strategy that works with over 200 progression and partner schools to raise aspirations and to encourage young people to consider university as an option for them. Similarly, our new University Health and Wellbeing Strategy, University Academic and Student Experience Strategy and new University Student Charter are closely aligned to our aims to enhance our supportive learning environments to improve continuation and to improve our culture of inclusive teaching and learning to enhance attainment. Likewise, our aim to enhance networking skills to improve access to work opportunities is driven by our Graduate Outcomes Strategy.

Aim 1 - Our aim is to enhance our culture of inclusive teaching and learning to ensure equality in the learning experience, and enhance academic attainment outcomes for all students

Objectives for Aim 1:

- To reduce the 21 percentage point attainment gap between full time Black and White students (that exists in 2017-18) to 13 percentage points by 2024-25. The gap will be eliminated by 2032-33.
- To reduce the 12 percentage point attainment gap between full time Asian and White students (that exists in 2017-18) to 4 percentage points by 2024-25. The gap will be eliminated 2026-27.
- To reduce the 13 percentage point attainment gap between full time IMD Q1 and Q5 students (that exists in 2017-18) to 8 percentage points by 2024-25. The gap will be eliminated by 2030-31.
- To reduce the 26 percentage point attainment gap between part time BAME and White students (that exists in 2017-18) to 13 percentage points by 2024-25. The gap will be eliminated by 2032-33.

Aim 2 – Our aim is to enhance our supportive learning environment that tailors support services to meet the academic and pastoral needs and support continuation of all students

Objectives for Aim 2:

- To eliminate the 3 percentage point continuation gap between full time Disabled students and non-disabled students (that exists in 2016-17) by 2024-25.
- To eliminate the 3 percentage point continuation gap (that exists in 2016-17) between full time POLAR4 Q1 and Q5 students by 2024-25.
- To have a particular focus on those with mental health challenges and eliminate the 7.8 percentage point continuation gap between full time students with a declared mental health condition and students with no known disability (that exists in 2016-17), by 2024-25.

Aim 3 - Our aim is to develop graduates with excellent employability and networking skills, to ensure that all students have improved access to work opportunities and show excellent progression into employment

Objectives for Aim 3:

- To reduce the 7.9 percentage point progression gap (that exists in 2016-17) between full time BAME and White students to 1.9 percentage points by 2024-25. The gap will be completely eliminated by 2026-27.
- To reduce the 11 percentage point progression gap (that exists in 2016-17) between full time Asian and White students to 5 percentage points by 2024-25. The gap will be completely eliminated by 2029-30.
- To reduce the 7 percentage point progression gap (that exists in 2016-17) between full time students of Mixed Ethnicity and White students to 1 percentage point by 2024-25. The gap will be completely eliminated by 2025-26.

Aim 4 - Our aim is to enhance our approach to access so that it supports attainment and encourages all groups in society to participate in higher education, to promote social mobility

Objectives for Aim 4:

- To increase the annual entry rate of care leavers studying at the University of Greenwich by 0.24 percentage points by 2024-25.

3. Strategic measures

3.1 Whole provider strategic approach

3.1.1 Overview

Our approach is to integrate access and participation into the fabric of everything that we do and to deliver equality of opportunity for all students. As a University we already have a strong commitment to equality and inclusion. Central to our commitment, the Deputy Vice-Chancellor (Academic) provides strategic leadership to access and participation work at the institutional level. A new Widening Participation Impact Strategic Group (WPISG), is led by the Deputy Vice Chancellor and oversees widening access work on behalf of the University. The group monitors the delivery of widening access projects and assesses their impact using data and qualitative feedback.

The University's Strategy includes a commitment to reducing attainment gaps through an inclusive curriculum, and a focus on personalised learning. These are all central to our new Academic and Student Experience Strategy 2018-19 to 2022. These commitments will enable us to achieve our aim to create a culture of inclusive teaching and learning to ensure equality in the learning experience, enhancing academic outcomes for all students. Our attainment dashboards are now routinely used in our module, programme and annual portfolio review processes in partnership with students. The University has invested heavily in a

Learning Analytics system (introduced in 2018-19) to enhance the availability of engagement data for Personal Tutors and Lecturers, enabling them to personalise their approach to widening participation students. There is more work to be done to ensure that all personal tutors can use the system effectively and to ensure that identified student problems can be addressed by our support services, however this approach will meet our aim to create a supportive learning environment that tailors support services to meet the academic and pastoral needs of all students. In 2019-20 we are introducing a 'Transition into University' skills' package into an initial module on all of our programmes. This aims to enable students to identify academic skills gaps and to seek early support.
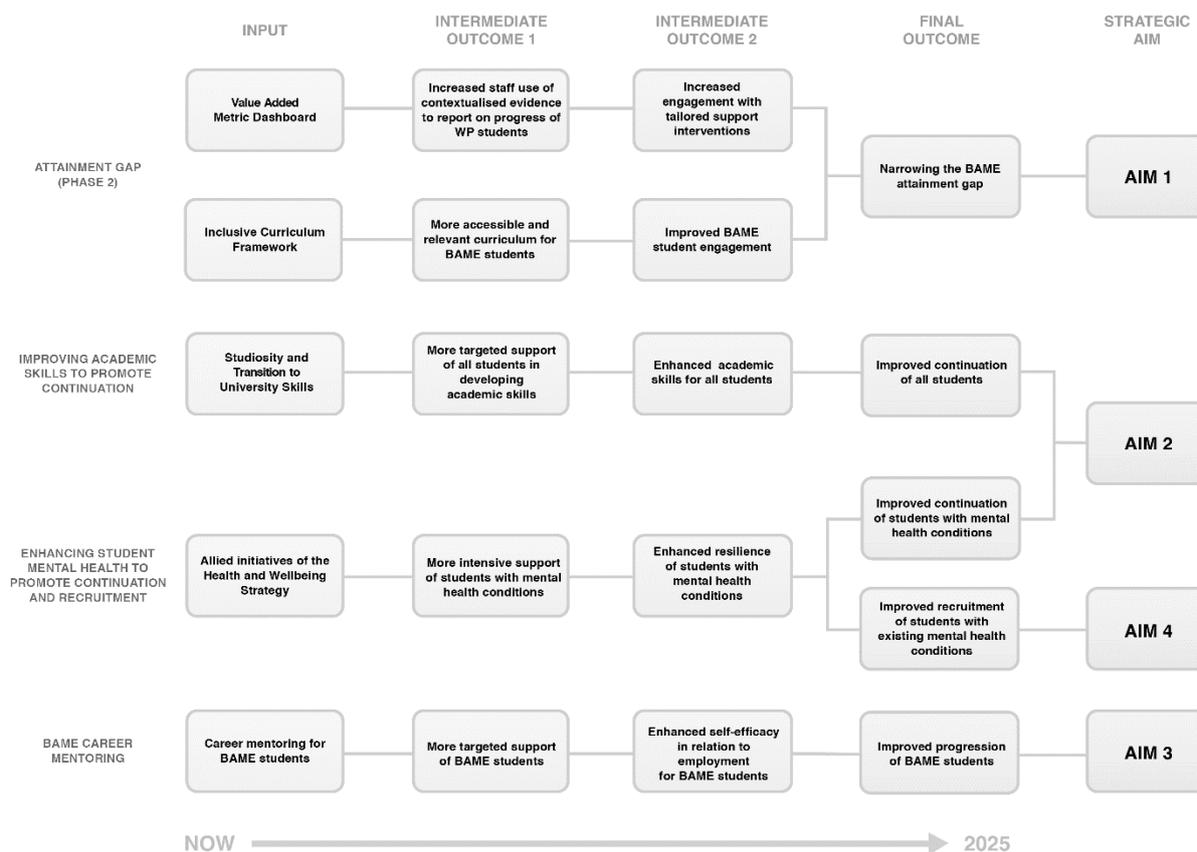
Our University Health and Wellbeing Strategy[14] has recently been launched in May 2019 and our Student and Academic Services Directorate have a clear remit to support the health and wellbeing of students. Additionally our mental health service has been enhanced in 2018-19 to reduce waiting time. We are working with local NHS partners to enable students with more serious psychiatric needs to access outpatient support within the university. All of our personal tutors will have had mental health first aid training by the end of 2019-20 and the Big White Wall online provision to enable students to seek online support anonymously and will be fully introduced in 2019-20 with active support from our Greenwich Students' Union. We anticipate that this will facilitate the recruitment of students with existing mental health problems and improve their retention.

Aligned to the University's strategic priorities and planning, an overarching Theory of Change (ToC) will be used to guide and monitor our access and participation work and ensure we maximise our ability to develop a more joined-up and integrated approach to delivering our strategic aims. This approach uses the methods employed in the third sector for evaluating effectiveness of interventions developed by NPC (New Philanthropy Capital) (**https://www.thinknpc.org/**). It is informed and complemented by other areas of activity, for example our Facilities Management Department engaging with disabled students across all three of our campuses to understand their needs before making physical adjustments to buildings and ensuring that adjustments continue to meet their needs. Also, our three-year (Phase 1) involvement on the BAME Attainment Gap project led by Kingston University has set a blueprint for embedding actions across the University to reduce BAME attainment gaps. This project has already helped provide the evidence to show how to implement the concerted effort and continual monitoring that is required to address gaps. The use of equality impact assessments to evaluate new policies continues to be standard practice.

To ensure we meet our strategic aims, in developing the ToC, we have identified a number of measures and outcome pathways that will direct our actions (please see the more detailed project outlines in 3.1.3 below). Our ToC employs a causal model that links our access and participation work to outcome measures and an analysis of this portfolio of internal and external evidence to evaluate if we are being effective in our practice. In Figure 1 below we plot the sequence of intermediate outcomes that map onto our four strategic aims and outline the outcome measures and associated investments.

Figure 1: **Theory of change logic model outcome chains**

	INPUT	INTERMEDIATE OUTCOME 1	INTERMEDIATE OUTCOME 2	FINAL OUTCOME	STRATEGIC AIM
ATTAINMENT GAP (PHASE 2)	Value Added Metric Dashboard	Increased staff use of contextualised evidence to report on progress of WP students	Increased engagement with tailored support interventions	Narrowing the BAME attainment gap	AIM 1
	Inclusive Curriculum Framework	More accessible and relevant curriculum for BAME students	Improved BAME student engagement		
IMPROVING ACADEMIC SKILLS TO PROMOTE CONTINUATION	Studiosity and Transition to University Skills	More targeted support of all students in developing academic skills	Enhanced academic skills for all students	Improved continuation of all students	AIM 2
ENHANCING STUDENT MENTAL HEALTH TO PROMOTE CONTINUATION AND RECRUITMENT	Allied initiatives of the Health and Wellbeing Strategy	More intensive support of students with mental health conditions	Enhanced resilience of students with mental health conditions	Improved continuation of students with mental health conditions	
				Improved recruitment of students with existing mental health conditions	AIM 4
BAME CAREER MENTORING	Career mentoring for BAME students	More targeted support of BAME students	Enhanced self-efficacy in relation to employment for BAME students	Improved progression of BAME students	AIM 3

NOW → 2025

The ToC is a living document and it is intended to:

- foster shared understanding, commitment and support among students, staff and governors.
- be co-developed across University functions and levels in partnership with students.
- be communicated and socialised more widely across the University.
- focus decision-making and investment to promote access and participation.
- help facilitate working in partnership with others internally and externally.
- prompt ongoing evaluation of existing processes and systems are how these can be improved.
- embed attitudes and approaches in ways of working that will facilitate progress.
- prompt reflection on how everyone can promote representation and inclusion every day.
- gives assurance to our prospective students, students, staff, governors and others that we are focussed on access and participation.

The ToC logic model will be reviewed and recalibrated following annual measurement, monitoring and evaluation incorporating wider learning to ensure that our assumptions, preconditions and causal linkages are defensible and are enabling us to meet our outcomes and targets. This is particularly the case for those steps that are untested or that are aimed at transforming systemic practices. The work of our MERIT (Measuring Education's Real Impact from Innovative Teaching) Hub, as outlined in section 3.3.1 will inform and shape the ToC over the lifetime of this plan as we evaluate and reflect on the success of our strategic interventions highlighted in section 3.1.3 below.

3.1.2 Alignment with other strategies

We continue to review and amend all our policies and strategies as they finish their current cycles and ensure they are positive agents of change for student groups that have poorer outcomes, compared to their peers. Developing and implementing policies and strategies that are actively aimed at meeting our widening participation aspirations will continue to be a major part of delivering our widening access strategy.

Our School and Colleges Strategy evidences our institutional commitment to collaborative working to raise aspirations and attainment; and to support young people in South East London and Medway to achieve a university place, not necessarily at Greenwich.

Our Academic and Student Experience Strategy (ASES) 2018-2022[15] includes a core objective to sustain an inclusive cross-cultural environment where everyone can succeed, committing that all programmes will have an inclusive curriculum to improve the attainment and continuation of BAME students. Best practice and effective pedagogical approaches, that include measures to make curricula more inclusive, are promoted in our Learning and Teaching Handbook for Staff.

As part of the delivery of the ASES, we have developed a new assessment and feedback policy to deliver from 2019-20. This includes a focus on more meaningful assessments, increased use of formative feedback and removing additional assessments that stem from splitting assessments. In addition, our students will routinely receive detailed assessment rubrics and feedback in a standardised format. Our marking process and our Progression Boards will deal with anonymised data from 2019-20. ASES formalises employability skills and preparation as an embedded strand within every Greenwich degree programme.

The Personal Tutoring Policy[16] will be reviewed in 2019-20 to ensure that academic support is increasingly personalised and to ensure that all tutors are skilled up to meet the wide variety of student needs.

The University is currently reviewing our Extenuating Circumstances (EC) Policy[17] to improve the experience of students, particularly those with disabilities. Feedback suggests that the current EC policy needs to address the needs of students with long term illness much more effectively. Sector best practice is being incorporated into the policy.

Our Equality, Diversity and Inclusion Committee continues to ensure that the University delivers the duties stated in the Equality Act 2010, and to monitor progress in delivering our Equality, Diversity and Inclusion Strategy[18]. Feedback from Black, Asian and Minority Ethnicity (BAME) students shows that these students wish to be able to closely identify with BAME staff role models to enhance their aspirations and performance. To facilitate this, our Equality, Diversity and Inclusion (EDI) Strategy 2019-2022, includes new objectives to increase the number of BAME staff by 2022 and to increase the number of BAME staff progressing into senior roles. We have recently re-energised our BAME staff network and will be supporting that network to raise the profile of BAME staff across the university.

The wellbeing and mental health of our students is a key strategic priority for the University and our new Health and Wellbeing Strategy which has been co-developed with the Students' Union has core objectives to reduce stigma and increase access to services among our student community.

Employability for BAME and all students is a key focus for the University of Greenwich in 2019-20. Our Graduate Outcomes Strategy (GOS) 2019 has recently finished a regular review process (though it awaits formal approval by the Academic Council) and aligns with the priorities within this Access and Participation Plan. Within the GOS we acknowledged the groups that have lower than expected rates of progression, especially BAME students and will are enhancing the interventions to improve the employability of these groups. The strategy also outlines the strategic interventions that we will be enhancing to improve the progression of groups such as BAME students. The relationship between attainment interventions and progression interventions have also been stated in the GOS.

3.1.3 Strategic interventions

The headline strategic measures that the University will be enhancing or beginning for the duration of this five-year Access and Participation Plan are listed below and are clustered by aim. Many of these are featured in the ToC in Table 7:

Aim 1 - Our aim is to enhance our culture of inclusive teaching and learning to ensure equality in the learning experience, and enhance academic attainment outcomes for all students

> The following strategic interventions clarify how we will achieve our aim to enhance equality in academic attainment and significantly reduce the 21 percentage point attainment gap between Black and White students and the 12 percentage point attainment gap between Asian and White students with the aim of eliminating these by 2032-33.

Attainment Gap project (Phase 2)

Review and evaluation of our current Attainment Gap project has led to the development of a new project that is focused on reducing attainment gaps between White and BAME (Black, Asian and Minority Ethnic) students, to be delivered from September 2019. This University is committed to moving away from the student deficit model, where responsibility for attainment rests solely with the individual, accepting that we need to change our structures to enhance the outcomes of BAME students. We are investing heavily in this.

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[15] https://docs.gre.ac.uk/rep/vco/academic-and-student-experience-strategy

[16] https://docs.gre.ac.uk/rep/vco/personal-tutoring-policy

[17] https://docs.gre.ac.uk/rep/sas/extenuating-circumstances-policy-and-procedure

[18] https://docs.gre.ac.uk/rep/human-resources/equality-diversity-and-inclusion-strategy

Our initial Attainment Gap project was based is based on the HEFCE[19] funded project led by Kingston University who initiated best practice in making the curriculum more inclusive and producing a measure that enables factors such as entry qualifications to be taken into account to determine the relative attainment of BAME students. We have worked collaboratively with other partner institutions (Wolverhampton, De Montfort, Hertfordshire and UCL).

We have adopted Kingston's successful methodology to roll out the Value-Added (VA) metric and the Inclusive Curriculum Framework (ICF). Evidence showed that Kingston was able to halve the attainment gap over the course of four years, using the VA evidence to highlight the impact of interventions, showing positive increases in the institutional VA score for BAME students.

The University's decision to continue with the Attainment Gap project is based on a review of the Value-Added (VA) dashboard from phase 1 which highlights that the difference between actual and expected attainment of BAME students when structural differences (entry qualifications and subject of study) are taken into account has improved from 0.93 in 2016/17 to 0.96 in 2017/18, where a value of 1.0 would mean the students are achieving a good degree at the rate expected. The BAME students who are working on the Attainment Gap project are very positive about the impact from phase 1, "I feel like the BAME consultation groups have raised awareness of the existence of an attainment gap and suggestions of how to tackle it. As well as students not just accepting having different experiences as their peers."

This project has led to a greater understanding among colleagues that there is an attainment gap which cannot be explained by either the subject being studied or the student's previous entry qualifications. Additional learning highlights that staff are monitoring the attainment gap at different levels (modules, department and subject) providing an approach to using the datasets. The data at module level, linked to other information about student performance and feedback is empowering colleagues to use the information in a very practical way to drive change.

The Inclusive Curriculum Framework[20] is a key strategy to address the BAME attainment gap, its evidence base derived from other institutions and its practicability is the reason why it has been adopted as an institutional tool to support student success. Within the context of their VA scores, the project asks the course teams to consider the extent to which their curriculum is (i) accessible (conceptually and practically) (ii) reflects the needs of diverse students and (iii) prepares students to contribute positively to a global and diverse economy.

Moving forward into phase 2 of the Attainment Gap project the University will be extending from the enhancement of year 3 courses, to ensure that the curriculum in years 1 and 2 will also be strengthened by our approach. The review of reports from our School/Departmental Champions has enabled us to summarise the most well received improvements from the student perspective which will be shared across the Community of Practice.

The Attainment Gap project represents a significant investment in student attainment focusing on BAME attainment gaps. Alongside the current VA evaluation methodology this project will be evaluated explicitly to assess the causal impact of the inclusive curriculum initiative within the University of Greenwich. This will take a quasi-experimental design focusing on using the introduction of the inclusive curriculum as a policy change within the University. Using fuzzy regression analysis[21], our PAS and MERIT analytical teams will be comparing the student module and degree grades before and after the introduction of the inclusive curriculum to identify the causal relationship that the introduction of the initiative has had on the BAME attainment gap within the University of Greenwich.

Personal tutor support

To ensure that our attainment objectives and targets are met we are continuing to support personal tutors to effectively use the Learning Analytics[22] system to identify the individual profiles, signpost to services and to work proactively with students to set personal attainment targets through the Study Goal app. In selecting this intervention to enhance attainment and continuation, we have drawn on specific insights derived from, among other sources, the *Causes of Differences in Student Outcomes* report to HEFCE (Mountford-Zimdars et al, 2015) and more particularly the findings of Jisc's[23] *Learning Analytics and Student Success – Assessing the Evidence* (Sclater and Mullan, 2017). The latter sets out some of the published evidence for the effectiveness of Learning Analytics initiatives in improving student attainment and other outcomes in Australia, the UK and the USA. It demonstrates the benefits of Learning Analytics in: enabling accurate predictive models that identify students at risk; directing institutional interventions on the basis of the data; raising student awareness of risk that can lead to sustained changes in behaviour; and facilitating the evaluation and improvement of measures. We have also shared evidence and learning in piloting and

[19] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/kingston-university/

[20] https://www.gre.ac.uk/articles/planning-and-statistics/tools-to-tackle-the-attainment-gap

[21] https://www.tandfonline.com/doi/abs/10.1080/19345747.2011.578707

[22] https://www.gre.ac.uk/articles/planning-and-statistics/learning-analytics-at-the-university-of-greenwich

[23] https://www.google.co.uk/search?q=jisc+learning+analytics&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=#spf=1566388414189

developing Learning Analytics with an Implementation Group comprised of our project partners (Jisc, Abertay University, City - University of London, University of Gloucestershire, and University of South Wales). An institutional Learning Analytics staff user group ensures that the scheme is developing to support personal tutors in recognising and managing the academic and social needs of widening participation students, enabling us to achieve our aim of enhancing academic outcomes for all students from 2019-20. The programme of mental health first aid training will see all personal tutors trained by the end of 2019-20. Our personal tutor policy will be revised in 2019-20 to ensure that developments and best practice are systematically captured within personal tutor requirements and to ensure that these requirements are monitored.

Personal Tutor Support, focusing on Learning Analytics, represents a significant investment in attainment and continuation which has the potential to provide support for all students but especially those students with widening participation characteristics. This was started 2018/19 as is part of a JISC project[24] with a clear evaluation built into the project. In addition to the JISC project plan, we will undertake an institutional analysis again exploiting a quasi-experimental design focusing on how the introduction of learner analytics has impacted on continuation measures especially for students with widening participation characteristics. Using fuzzy regression analysis, our PAS and MERIT teams will be able to see whether the introduction of learner analytics improved student continued registration controlling for the actual use of the system by students. This method will also be able to evaluate whether students with various widening participation characteristics gain more or less from the introduction of learner analytics.

Students' Union Advisory Service

Working in partnership with the Greenwich Students' Union (GSU), we recognise that some students, particularly those with mental health needs and BAME students can be reluctant to seek support from the institution. We therefore will be funding GSU to provide an independent advisory service from 2019-20 to improve continuation for those students that need additional support. This project is underpinned by evidence of impact from the delivery of the service in 2017-18 and 2018-19 where: 65% (2018-19) of students given advice were from a BAME background; 20% were students with a disability and 12% classified as parents. Additionally, evidence from the GSU highlights a 97% retention rate of students who have used the service. This project highlights that our targeted widening participation students benefit from an impartial advice support service from the GSU.

Academic Communities Project (Phase 2)

This universal project is led by the Greenwich Students' Union with funding and support from the University to target all students. In 2019-20 the second phase of this project will increase the focus on academic society events that occur during the working day to encourage commuter students and students with caring responsibilities to engage with extra-curricular activities. By focusing on these groups, many of whom are widening participation students as they tend to be the ones who have caring commitments and are commuter students, we will increase engagement with them, resulting in better continuation and enhanced supportive learning environment to achieve our aim. We will also focus on events that involve staff and students participating in welcoming and inclusive events. Our Head of Alumni has joined the working group and will support initiatives to involve recent alumni in aspiration raising employability events.

Qualitative evidence from students highlights that interventions to engage them that fit into their timetables will be well received. Our decision to fund this intervention has been driven by our National Student Survey (NSS) results (2018), where 67.4% of students felt part of a community of staff and students, against a sector average of 69.2%. This figure indicated that the university was performing 1.8 percentage points below the sector. Student feedback from the NSS in 2018 highlighted that there was very little community for the students, societies were limited in their variety (primarily sport or course-orientated societies). There was a concern that this may impact on the opportunities for students to engage with each other socially and could negatively impact the student experience.

Evidence from phase 1 (2018-19) of the project highlights that 49.7% of the student participants in this project were from a BAME background and 33.7% were mature students. The work in this space is targeted at improving the attainment and continuation of all our students through a positive student experience, but with a specific focus to encourage commuter students to engage them while they are on campus. Feedback from students highlights how much students value the increased engagement with societies: *"Thank you very much for your incredible help! The students loved the food and were amazed that we got that funded (the 2 programme reps for the course approached me to help organise a Christmas Social for their peers). It would be nice to organise another event for when we finish the academic year. We also had quite a few staff members coming which was really appreciated!"*

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[24] https://www.jisc.ac.uk/sites/default/files/learning-analytics-in-he-v3.pdf

Aim 2 – Our aim is to enhance our supportive learning environment that tailors support services to meet the academic and pastoral needs and support continuation of all students

The following strategic interventions clarify how we will support the continuation of students and meet our aim of eliminating the 2.8 percentage point continuation gap between Disabled and non-disabled students, to eliminate the 3 percentage point continuation gap between POLAR4 Q1 and Q5 students and eliminate the 7.8 percentage point continuation gap for students with declared mental health conditions.

Transition to University Skills module

Enhanced academic skills service available through our libraries is another cross institutional approach to improving continuation, aligned to our aim of creating a supportive learning environment that tailors support services to meet the academic and pastoral needs of all students.

The inclusion of a new 'Transition to University Skills' component will be made available as part of a module in every degree programme. This is being piloted in 2019-20, developing new materials and drawing together resources which are already available and with the aim to level the playing field for all students.

Our decision to deliver this project as part pf our widening participation work is based on the research and evidence entitled *Supporting Student Success: strategies for institutional change. What works?* [25] As part of this pilot we will look at the impact on the continuation of students from low participation neighbourhoods, alongside disabled students who have been highlighted as groups that need additional support. Our findings from internal student surveys suggest that some students have gaps in academic skills while others lack confidence in their skills. Resources will be made available to incorporate this module into all introductory courses so that all students have a good understanding of academic demands, build confidence in their abilities and engage with academic skills support earlier to improve their continuation, ensuring we meet this aim.

Studiosity

To complement our academic skills service, we will make available Studiosity, a digital online academic writing support service that offers students feedback and support with academic writing, which will enhance student continuation and attainment. Our decision to select this intervention to improve continuation is based on evidence from the provider which highlights previous success and impact of the Studiosity[26] product, such as a study at James Cook University that saw users of Studiosity scoring a mean GPA of 4.49, compared to 3.57 for non-users.

Following feedback from the Greenwich Students' Union that students need more out of hours services, the University selected Studiosity as a continuation intervention to accommodate the needs of commuter students and students with parental responsibilities who may not be available on campus during the hours of 9-5, as it is available 24/7. The pilot study showed that evenings and weekends were the times of peak engagement with Studiosity.

Following a successful pilot in 2018-19, Studiosity is being extended to all level 4 students from 2019-20. The pilot highlighted that students appreciated the personalised feedback, it also illuminated a small number of students with dyslexia and other specific learning needs who were not know to our own academic skills service, demonstrating the importance of tailored support to meet academic needs of all students, aligned to our aim. After using Studiosity these students were willing to engage with the University service. Evaluation from the pilot highlighted that 75% of service users were extremely satisfied and 18% were "somewhat satisfied". Our MERIT Hub will be delivering the evaluation of this project in the next academic year, aligned to statistical methodology stated in section 3.3.1.

Enhancing student mental health to increase continuation

We are ambitious to enhance the continuation of disabled students who disclose mental health conditions, where continuation has been highlighted to be an issue. Our measure to address this gap is to deliver the objectives of our Health and Wellbeing Strategy, including reviewing the service delivery model of our wellbeing services. The delivery of the strategy is overseen by a steering group who will monitor the outcome measures for particular groups and shape future interventions as a result. The day to day support for our full time and part time students with a disability will continue to be delivered through our STAART project, which delivers peer advice, advocacy and practical workshops.

From 2019-20 we will have four main strands to this work:

a) a range of psycho-educational workshops, for example emotional resilience, overcoming procrastination, stress management and finding your feet

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[25] Thomas, L., Hill, M., O'Mahoney, J. and Yorke, M. (2017). Supporting Student Success: strategies for institutional change. What works?
https://www.heacademy.ac.uk/system/files/hub/download/what_works_2_-_full_report.pdf

[26] https://www.studiosity.com/success-stories

b) a Wellbeing Hub with a range of advice and guidance, including our Big White Wall - a digital mental health and wellbeing universal provision for all students which is operational 24/7, alongside peer support tools for overcoming stress, problem solving and other mental health challenges. Early introduction at the end of 2018-19, suggests that students are willing to use this with an average of a 25 minutes spent on the site suggesting that materials are acceptable and useful. The service will be actively promoted from 2019-20

c) our counselling services

d) working with local NHS partners to enable students with more serious psychiatric needs to access outpatient support within the university. All of our personal tutors will have had mental health first aid training by the end of 2019-20, with key staff in wellbeing services having enhanced training.

Our rationale for selecting counselling and associated interventions to improve the mental health of students who disclose a mental health condition are based on sector research[27] that highlights the benefits of this approach, alongside students testimonials that highlight how incredibly helpful the interventions had been: 87.5% of students rated the support they received through counselling as being "extremely helpful". There are 70 Universities using the Big White Wall. Since the launch of Big White Wall at the University in April 2019, 159 new users have accessed the online service, using a range of interactive and self-assessment tools. The top 3 referral points are Counselling/ Student support, University Website and Social Media. The University's user rate has been higher than sector averages, over the past 3 months. These new interventions to support students with a mental health condition will be evaluated using methodologies mentioned in section 3.3.1.

Financial support to improve continuation

The Greenwich Students' Union are fully supportive of the University offering financial support to our widening participation students to enhance their continuation and continues to represent a significant investment in continuation and attainment for those from low-income families and those experiencing unexpected financial difficulties or hardship. An anonymous employment survey in our Faculty of Business highlighted that large proportions of our students are working excessively to support themselves and their family, with 69% working over the recommended 20 hours per week.

Analysis of our financial awards using the OfS Financial Support Evaluation Toolkit highlights that our bursaries and hardship funds for widening participation students are effective at improving student outcomes. An initial type 3 analysis was presented at the University Widening Participation Impact Strategy Group from a logistic regression analysis in July 2019. This initial analysis showed that accessing the bursary by those with an income of £25,000 or less lead to a completion rate of 79% compared to 65% for those who did not receive the Bursary towards the 84% completion rate for those with an income over £25,000. Further analysis planned will use propensity score matching to identify a matched sample to act as a control group, to consider the causal impact of the Bursary over time both within the life of the students (over the degree programme) and between year groups' students. These comparisons would enable the comparison of continuation measures and grades before and after the introduction and various changes in the Greenwich Bursary. This would make it possible to identify which characteristics of the Bursary were most effective in improving continuation and/or attainment for which types of students.

The data above clarifies a financial award is important and effective for students with low family income and those experiencing unexpected financial difficulties or hardship and does ensure that their continuation improves close to the rate of students with family income of £25k and above. From 2020-21 all students with family income of £25k or below will receive our Greenwich Bursary. Additionally, from 2019-20 our students with family income of less than £25k who commit to travel long distances to campus will benefit from our Commuter Bursary[28], ensuring high travel costs do not financially disadvantage them further. From 2021-2 students with a family income of less than £25k can access additional funds to support participating in the Greenwich Global Summer Programme.

Aim 3 - Our aim is to develop graduates with excellent employability and networking skills, to ensure that all students have improved access to work opportunities and show excellent progression into employment

The following strategic interventions clarify how we will achieve our aim to reduce the 7.9 percentage point progression gap (that exists in 2016-17) between BAME and White students and the 11 percentage point progression gap (that exists in 2016-17) between Asian and White students and to reduce the 7 percentage point progression gap between students of Mixed Ethnicity and White students to 1 percentage point by 2024-25. Our aim is to eliminate the gaps by 2025-26.

The Greenwich Employability Passport

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[27] https://www.bacp.co.uk/bacp-journals/university-and-college-counselling/november-2012/the-impact-of-counselling-on-academic-outcomes/

[28] https://www.gre.ac.uk/bursaries/commuter-bursary

The Greenwich Employability Passport (GEP) started in the Business School in September 2012 and was rolled out to another Faculty in September 2018. It is an online tool targeted at all students, enabling them to capture and record a wide variety of extracurricular activities that enhance their employability. Students can upload evidence in a number of categories including work experience, career preparation, leadership and communications, personal self-development, enterprise development and academically related competitions; the evidence is then verified by their personal tutor and each verified activity is assigned a number of points. The accumulation of points leads to rewards, including networking events with employers and a LinkedIn recommendation. Equally importantly, the GEP enables students to create a portfolio of evidence demonstrating that they possess a wide range of the skills and knowledge that potential employers look for in a graduate employee. The number of students engaging with this approach has increased significantly over the past two years, and we are targeting faculties and departments where increased involvement in the project needs to occur.

The rationale for continuing with this cross institutional approach to widening participation is that it has an evaluation methodology already built which uses a combination of survey data and passport points merged to institutional held data on attainment (GPA) and employability (DHLE outcomes). The results of this econometric analysis of the merged data found a marginal gain to the GEP engagement on attainment and progression, which was significantly larger for those from various WP groups. Results from regression analysis suggests that GEP increases graduate outcomes (graduate employment or further study) 3-4% for those who complete the passport (gaining at least 200 points). This is significantly greater for those students who are first in family at university with gaining an increase of 6% in graduate outcomes, compared to 2% for those who are not, suggesting the GEP works best for those who need it most. These results control for other observable characteristics that explain graduate outcome differences between those who are first in family and those who are not, suggesting that the GEP addresses both explained and unexplained reasons for differences in the graduate outcomes, progression.

Evidence also found that the personal tutor was very important in the motivating student engagement with the GEP, meaning that cluster regression by personal tutor was needed. Building on this analysis PAS and MERIT will undertake further type 3 analysis, to explore the causal link between passport points and outcomes as GEP rolls out across faculties. This could include the use of Fuzzy Regression analysis to consider if the roll out to other faculties had been as beneficial as in Business and the use of propensity score matching to generate a control sample to consider which types of students gained most from the Passport and if these varied across Faculties.

BAME Career Mentoring

We have run a Career Mentoring scheme in one faculty (and parts of another) for several years. Within that scheme we have specifically tried to recruit BAME mentors and have an arrangement with one of our corporate mentor providers (PricewaterhouseCoopers) to do this. We are now extending the Career Mentoring scheme to our other three faculties starting in 2019-20. In addition, we are broadening our pool of BAME mentors by trying to recruit them from our recent graduate community.

The mentoring scheme connects BAME students with successful professional colleagues in the workplace from Black, Asian and Mixed Ethnicities. This approach originated from student feedback highlighting that BAME students would like more support from staff and colleagues who are of similar ethnic backgrounds to themselves, enabling them to identify with successful role models who are classified as BAME. This project is aligned to our aim to increase progression for BAME groups.

Our rationale for selecting this intervention is based upon research conducted by a member of staff which outlines that career mentoring was effective in increasing self-efficacy in relation to employability, and that students' positive self-efficacy beliefs were inhibited by negative self-perceptions of themselves. The qualitative findings showed that students had increased resilience because of the mentoring relationship and that students saw their mentor as a role model. The research report Black, Asian and Minority Ethnic Student Attainment at UK Universities[29] highlights the need for BAME students to identify with successful role models from similar backgrounds, which our BAME Career Mentoring will deliver for our BAME students.

Asian Female Network

To refine our focus upon the employability of Asian females, the University has piloted an Asian Female Network where successful female Muslim speakers are arranged on a regular basis to present to Asian female students to encourage progression into employment or further study. This work evolved from qualitative evidence from Asian female students who clarified that identification with successful Asian females was essential to improve their progression. This network was extremely well received and from 2019-20 will contribute to our aims and objectives to improve the progression of BAME students. Outcome evaluation will commence in 2019-20. The evidence that underpins the delivery of this project is the research report Black, Asian and Minority Ethnic Student Attainment at UK Universities, as referenced in the BAME Career Mentoring section above, highlighting the benefit to BAME students of interacting with successful colleagues from a similar background.

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[29] https://www.universitiesuk.ac.uk/closing-the-gap

Aim 4 - Our aim is to enhance an approach to access so that it supports attainment and encourages all groups in society to participate in higher education, to promote social mobility

The following strategic interventions clarify how we will achieve this access aim, particularly to increase the amount of care leavers who study with us. The other work mentioned below is an outline of the interventions we will continue to deliver, to encourage all groups in society to study in higher education, thereby promoting social mobility.

Enhancing care leaver support

To increase the amount of Care Leavers that the University will recruit from 2020-21 to 2024-25 the University is increasing the amount of our Care Leaver Bursary from the current provision of £1,000 per year for three academic years to £1,500 per year for three academic years, to begin from 2020-21. The increase in bursary funding will result in circa £45k being spent each year. More funding will also be targeted at our Greenwich Friends peer mentoring service to support Care Leavers for longer after entry to the University. This intervention along with our work with local authorities will ensure that more Care Leavers are financially and emotionally supported as they enter their higher education study with us, which is aligned to our aim to encourage all groups in society to participate in higher education.

The decision to continue and enhance this bursary is based upon qualitative evidence from Care Leavers who highlight that they find the financial support crucial to their continuation and success, as many of them only receive the minimum financial support from their local authority as outlined in legislation.

Partnerships and collaboration with Schools and Colleges

The University continues to actively support the attainment of the schools that we sponsor and partner with, enabling us to influence their strategic direction, ensuring we increase participation in higher education aligned to our aim. Our Deputy Vice Chancellor (Academic) is a Trustee of the University Schools Trust, a collaboration of higher education providers and large employers in South East and East London who work to raise the standards and attainment of specific schools which have a high proportion of students from disadvantaged areas.

The University delivers our GREat Skills project in our target schools, to enhance the academic skills of local students, which will include students from POLAR4 Q1, IMD Q1, BAME and Disabled backgrounds. The project uses trained student ambassadors, as well as offering support with university admission, helping to realise our aim to support attainment in the schools we sponsor. The decision to continue this work to support access to higher education is based on data from our pilot year, where 47% of GREat Skills participants felt more competent at completing an independent research project, because of enhanced academic skills. This enhanced contact with schools is supported by a strategic initiative to encourage more senior staff to become School Governors in London, Kent and Medway. This aims to support target schools in sourcing skilled governors and will also enable staff to have a stronger awareness of the rapidly changing school experience. School Governors can then also utilise the support available to target schools through our Education Support Unit, to support attainment and university progression in those schools.

Building relationships with employers has and continues to be a key strength of the University. More departments are developing employer led committees to ensure that our programmes are meeting employer needs. All our new Degree Apprenticeship provision is developed with a high level of employer input.

Kent and Medway Collaborative Outreach Programme

Working in partnership is key to many things that the University delivers across our widening participation activity. For the past two years the University has delivered an on-line mentoring project as a partner of the Kent and Medway Collaborative Outreach Programme (KaMCOP) using external funding from the Office for Students[30], where we work in collaboration with other higher and further education providers, schools and community organisations to increase aspirations and progression to higher education for pre-entry learners from selected low participation wards. We will be participating in phase 2 of this project and the outreach hub from 2019-20. Collaborative activity such as this enables us to promote social mobility on a wider regional basis in Kent, through increased participation in higher education. The University's decision to continue this project is based on the evaluation of the first year of the project[31].

3.2 Student consultation

As outlined in our approach to Theory of Change, student involvement in the development and delivery of the access and participation plans occurs at a strategic level and in direct consultation with students. The Chief Executive Officer (CEO) of the Greenwich Students' Union (GSU) and the Education Officer of the GSU are members of our Access and Participation Plan Working Group and the Widening Participation Impact Strategy

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[30] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/assessing-ncop-s-impact/

[31] https://webarchive.nationalarchives.gov.uk/20180405115436/http://www.hefce.ac.uk/pubs/rereports/year/2018/ncopyear1/

Group (WPISG). In addition, the agenda setting of the Student Experience Committee is shared between the committee chair and the President of the GSU to ensure that the committee is addressing student body concerns at the earliest possible opportunity.

The Deputy Vice-Chancellor (Academic) has advocated a co-production methodology with students that has seen a Student Reference Group influencing the new Academic and Student Experience Strategy and Assessment and Feedback policy developments. The second phase of the Attainment Gap project builds on student feedback and Student Curriculum Consultants are key change agents.

The Greenwich Students' Union Advice Service is proactive in advocating in response to changing student needs and works collaboratively with the Student Wellbeing Service to evolve services. The GSU have piloted the delivery of Wellbeing Checks; early intervention needs assessment which self-assesses the needs of new students as they enter the University, ensuring that they are best placed to access the support they may require in times of stress or crisis. These interventions are being developed further in partnership with the University in 2019-20.

To ensure that students are fully involved with the development of the Access and Participation Plan (APP) 2020-21 the University has delivered training to 21 student volunteers enabling them to understand the social mobility and participation agenda in higher education. These students then participated in focus groups to help develop the APP. They were mainly from BAME and Mature backgrounds, with very small numbers from other target groups. The students clarified what they felt were the challenges facing students from these disadvantaged groups and made recommendations, which were discussed and taken forward by the APP Working Group. The outcomes from the focus group are that the University will: Work towards enabling students to spend their financial awards on travel costs, as many voiced that these costs are a major challenge; Increase the recruitment of BAME staff across the University to ensure BAME students can identify with successful BAME staff, this is a target in our Equality, Diversity and Inclusion Strategy; Explore the amount of work that students are completing alongside their studies, as highlighted above in section 3.1.3, 69% of students were found to be working over the recommended 20 hours per week, hence our commitment to re-shape our Greenwich Bursary going forward to target financial support at more students from low income backgrounds and those experiencing unexpected financial difficulties or hardship; Review the University's Extenuating Circumstances policy to acknowledge that students with long term medical conditions may experience times when their condition isn't under control, resulting in a negative outcome on their studies, this review is under way.

The University is investing increased funding in the GSU to deliver projects to support our target access and participation groups, acknowledging that the GSU understands the challenges that BAME, Disabled, Mature, Care Leavers and students from low participation neighbourhoods face, and we are working together to enable the GSU to take a strategic lead with this work, that will be formalised by 2020-21 academic session. Attached to this plan is a submission from our Greenwich Students' Union, detailing their engagement with the development of this Access and Participation Plan 2020-21.

3.3 Evaluation strategy

In developing our evaluation strategy, we have sought to address concerns regarding our existing evaluation approach. In September 2019, the University of Greenwich will launch MERIT (Measuring Education's Real Impact from Innovative Teaching) which will seek to exploit existing administrative data held by the University to undertake causal evaluation of the projects set out above.

3.3.1 Strategic approach

Figure 1 presents our theory of change logic model linked to outcomes chains. For each of these outcomes the university already holds individual level data on the student's attainment, continuation and graduate outcomes. This data is collated, analysed and stored by Planning and Statistics (PAS) and accessible in the form of various dashboards, such as the Value-Added metric dashboard. The University of Greenwich is developing and investing in the MERIT Hub. This development has involved co-ordination between PAS, University Ethics Committee and Academic Leads to enable the use of individual data to be used to consider potential causal relationships between investments made by the University under the Access and Participation Plan and the outcomes for those who benefit from these investments, our students. These causal relationships will be explored using a multi-disciplinary approach, drawing on insights from economics, sociology, psychology and education. MERIT Hub development is informed through the self-assessment of our current evaluation approach and will seek to push this towards a more causal evaluation moving forward.

Therefore, the University has recognised that its evaluation of the effectiveness of widening participation interventions could be improved. The MERIT Hub will bring together academics working on higher education practice-based research, those from economics with an interest in applying their quantitative skills to issues in higher education and analysts in PAS who have extensive knowledge and experience of the various datasets held and accessible by the University. From academic year 2019-20 MERIT will have an evaluation mandate which will include economic evaluations of the various interventions outlined within this document. Anonymised data from students within certain groups will be provided by funding an additional intern in PAS.

Many of the significant investments of the University of Greenwich have been built around either a funded research project, for example JISC Learner Analytics, or through institution-funded evaluations, for example

Business School Greenwich Employability Passport. To further enhance evaluation, the collaboration between PAS and MERIT enables us to bring together the existing evaluation and data expertise within PAS together with academics in education economics at the University of Greenwich, enabling the institution to push the boundaries on economic evaluation in higher education. On a project by project basis, as referred by the University Widening Participation Impact Strategy Group, MERIT will use a range of appropriate econometric tools to explore our interventions. As the current interventions are often quasi-experimental designs, this will mean using econometric techniques such as: fuzzy regression, propensity score matching and difference-in-difference estimators, to understand the causality between our initiatives and the outcomes for different groups of students.

3.3.2 Programme and evaluation design

Bringing together the various objectives and cross institutional inventions, our proposed programme of interventions provides a many-to-many mapping. For example, both of the objectives to reduce the attainment gaps are expected to be addressed by the Attainment Gap – phase 2 and Learning Analytics and personal tutor support. This design makes the development of MERIT important to help understand the causal impact of each intervention on each individual objective.

Our proposed evaluation design can be mapped against each of the three types of evaluation set out below.

- **Type 1: Narrative Evaluation.** As demonstrated in various sections in this document, the development phase of these various initiatives have been informed by identifying existing problems of practice by university staff and developing initiatives, based on literature, PAS data and own data collection, to inform the development and evolution of these initiatives. Indeed, in the identification and development stage of potential solutions to problems of practice, action research designs are common.
- **Type 2: Empirical Enquiry.** Our well-maintained PAS data, makes it possible to obtain quantitative and qualitative data pre and post intervention to compare the global impact of interventions on student attainment, progression, continuation and recruitment. PAS provide a range of dashboards which are available to academic staff which make empirical enquiry a standard part of Greenwich practice. PAS data is provided when teaching and learning/student experience reports are generated, and this empirical enquiry is a standard part of our practice.
- **Type 3: MERIT Hub** will build on our experience of causal evaluation for the Employability Passport and Fast Forward Programme to use the university data to provide causal evaluations for our initiatives.

3.3.3 Evaluation Implementation

MERIT will have an advisory group drawn from key stakeholders, including: students, academic staff across the university and PAS staff to ensure good governance over the use of the data and dissemination of the work of the project. The University has provided funding for an intern to be located within the PAS offices with a PAS data mentor and line managed by the Director of MERIT Hub.

3.3.4 Learning to shape improvements

The mechanisms to enable outcomes of the evaluation to influence practice at Greenwich are being developed. The Leader of MERIT Hub will be a member of the Widening Participation Impact Strategy Group and will present the results from these causal evaluations for discussion in addition to the existing PAS data. The Widening Participation Impact Strategy Group will also be able to request for MERIT to explore areas of interest for evaluation. The Widening Participation Impact Strategy Group will ensure the dissemination of evaluation results through the various communication tools at the University for both staff and students.

In addition to a mechanism to enable outcomes to be shared within the University, MERIT Hub will also seek to share findings wider in the sector. Dissemination at appropriate practitioner and academic conferences and forums is planned, building on presentations given on previous research work on Fast Forward and Passport by the academic team developing MERIT, at: NEON, SRHE, BERA, HEFCE, Chartered ABS Learning, Teaching & Student Experience Conference and Society for the Advancement of Behavioural Economics. This will also enable the programme design not just to be influenced by University of Greenwich but also through the conference feedback by the wider higher education community.

3.4 Monitoring progress against delivery of the plan

Progress and evaluation of the interventions, structures and processes outlined in this plan will be led by the Deputy Vice Chancellor (Academic), by leading our Widening Participation Impact Strategy Group (WPISG), where evaluation of our widening participation interventions is monitored; and strategically by conveying our widening participation progress to our Vice Chancellors Group and to our Governing Body. The WPISG group is the vehicle for the evaluation and review of the University's widening participation work, using data to monitor and review

progress and acting to adjust plans where necessary to ensure that targets are met. The group will commission research to identify causes of slow progress, taking decisions at the Group to reshape current projects or develop new ones.

PAS provides access to data that is used to monitor student performance in a variety of ways. This information underpins the routine monitoring of key access and participation populations that takes place at all levels from module performance to the University's planning round. This work will be strengthened to ensure that there is easy access to relevant external datasets as well as our rich internal datasets so that performance can be benchmarked.

To ensure that evaluation and impact of our widening participation work is coordinated, the University created a new position in 2019 of Impact Advisor. This position has responsibility for organising and presenting the outputs from the University's widening participation work.

Our Evaluation Strategy outlines how each of the major cross-institutional projects are led by senior members of staff, who work closely with the Impact Advisor to support evaluation using a clearly defined approach to monitoring and review to ensure that monitoring is embedded across the University. By clear co-ordination of these activities it will be possible to maximise impact from investment, to identify where there may be synergies between different activities and to recognise what is driving success. This structure will ensure that the evaluation of widening participation interventions is embedded across the University.

Each academic year our Governing Body receive a presentation from the Deputy Vice Chancellor (Academic) to outline the performance outputs from our widening participation work, and this process will continue. The Governing Body, Finance Committee and Academic Council have also been involved and informed about the development of this plan and have given their approval regarding its content.

The Chief Executive Officer of the Greenwich Students' Union, a member of our Widening Participation Impact Strategy Group, ensures that the outputs of the University's widening participation work are discussed by student representatives, and that the student body is fully briefed about the current position including milestones and likelihood of meeting targets. This work will be funded by the University to Greenwich Students' Union, ensuring that students are paid for their time to deliver this consultative work.

4. Provision of information to students

The University is focused on delivering tuition fee, financial award, accommodation and other University related information to students using a range of methods. One element to deliver this information is our Customer Relationship Management (CRM) system, used to deliver specific timely e-mail communications to prospective students and applicants, at relevant points in the application cycle.

Another element of our electronic communications is our website (www.gre.ac.uk), which we direct prospective students to, enabling them to gain clarity around fees[32], financial awards and programme information. It is here that students from families that have income of less that £25,000 will see that they will receive the Greenwich Bursary, £700 of credit on one of our Aspire cards. The eligibility criteria for the Greenwich Bursary are: You are a new undergraduate student entering year 0 or 1; You are a fully registered undergraduate student at the University of Greenwich; You are assessed to pay fees at the home rate over £6,165 per year; You have been assessed by Student Finance England and have given consent for it to share your information with the University of Greenwich; Your household income is below £25,000. If eligible for the Greenwich Bursary you will receive £350 onto an Aspire Card by 8th December 2020. The second payment is made before 1 March 2021. The bursary is paid for year one only.

Additionally, Care Leavers, will see that they may be entitled to receive the Care Leaver Bursary of £1,500 per year for up to three or four years, depending on the length of your course. It is paid in cash and does not need to be repaid. The eligibility criteria for this award are: You are a UK student aged 25 or under; You have been in the care of the local authority for at least 52 consecutive weeks immediately prior to the start of your University of Greenwich course; You are an undergraduate student at any of our three campuses or Partner Colleges, where your tuition fees are paid directly to the University of Greenwich; You qualify for the maximum level of means-tested government maintenance or special support grants.

To enhance the progression of POLAR/IMD students who engage with our widening access work, a number of them will be able to access our GREat Skills Scholarship. This scholarship is worth £2,000 which is paid to you in three instalments during your first year. The eligibility criteria for the GREat Skills Scholarship are: You have completed at least 4 sessions of our GREat Skills programme alongside your successful completion of our online resource, Independent Learners' Toolkit; You have selected the University of Greenwich as a "Firm" choice via UCAS; You are a new full-time undergraduate student paying the maximum tuition fee of £9,250; You'll be studying a BA, BEd, BSc, LLB, BEng, MEng or MMath course at our Greenwich, Avery Hill or Medway Campus (excluding the Medway School of Pharmacy). To ensure that our financial awards for widening participation students are effective, the University's Fees and Finance Group oversees the evaluation and scrutiny of their success.

We also link these two forms of electronic communication by adding website links to our core e-mail communications. An example of this is all student applications will trigger the "Thank you for applying" core e-

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[32] https://www.gre.ac.uk/finance/fees

mail communication, that contains a web-link to the fee information on our website and in the form of PDFs. This approach ensures that students can make an informed choice before they commit to study with us.

Our marketing team are now researching how to refine some of these communications to target specific students, using postcode and ethnicity data, enabling us to better meet the needs of widening participation students interested in studying at the University. To reinforce the communication of our support for under-represented groups we will be developing a new webpage for 2019-20 articulating our support for the groups mentioned in this Plan.

Across the University we also deliver many face to face engagements each year with prospective students through open days, access and outreach interventions, taster days, webinars and conferences, all of which enable us to highlight the costs associated with study at Greenwich, the support available and the student experience. Prospective students and applicants who attend our Open Days and Taster Days are also encouraged to speak to colleagues from our finance unit, to answer any financial queries they may have. Current students from widening participation groups will also receive information about our support for them via our Greenwich Students' Union Advice Service.

5. Appendix

1. Targets and Investment Plan
2. Investment summary
3. Fee information
4. Greenwich Students' Union submission

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Provider fee information 2022-23

Provider name: University of Greenwich
Provider UKPRN: 10007146

Summary of 2022-23 course fees

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£6,165
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	Fee applies to entrants/all students	£6,165
CertHE/DipHE	*	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	Fee applies to entrants/all students	£9,250
Sandwich year	*	Fee applies to entrants/all students	£1,000
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Doreen Bird College of Performing Arts Ltd. 10002011	Fee applies to entrants/all students	£9,250
First degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£8,630
First degree	Hadlow College 10002843	Fee applies to entrants/all students	£9,250
First degree	London South East Colleges 10000948	Fee applies to entrants/all students	£8,630
First degree	North Kent College 10004721	Fee applies to entrants/all students	£8,630
First degree	Osteopathic Education and Research Limited 10002344	Fee applies to entrants/all students	£9,250
First degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£8,630
Foundation degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£6,165

Foundation degree	Hadlow College 10002843	Fee applies to entrants/all students	£6,165
Foundation degree	LONDON SOUTH EAST ACADEMIES TRUST 10060796	Fee applies to entrants/all students	£6,165
Foundation degree	London South East Colleges 10000948	Fee applies to entrants/all students	£6,165
Foundation degree	NCG 10004599 - Southwark College	Fee applies to entrants/all students	£6,165
Foundation degree	North Kent College 10004721	Fee applies to entrants/all students	£6,165
Foundation degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£6,165
Foundation degree	Whitefield Academy Trust 10060725	Fee applies to entrants/all students	£6,165
Foundation year/Year 0	London South East Colleges 10000948	Fee applies to entrants/all students	£8,630
HNC/HND	Hadlow College 10002843	Fee applies to entrants/all students	£6,165
HNC/HND	LONDON SOUTH EAST ACADEMIES TRUST 10060796	Fee applies to entrants/all students	£6,165
CertHE/DipHE	*	*	*
Postgraduate ITT	London South East Colleges 10000948	Fee applies to entrants/all students	£8,630
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	Fee applies to entrants/all students	£4,625
Foundation year/Year 0	*	Fee applies to entrants/all students	£6,935
HNC/HND	*	Fee applies to entrants/all students	£4,625
CertHE/DipHE	*	Fee applies to entrants/all students	£6,935
Postgraduate ITT	*	Fee applies to entrants/all students	£6,935
Accelerated degree	*	Fee applies to entrants/all students	£6,935
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	Doreen Bird College of Performing Arts Ltd. 10002011	Fee applies to entrants/all students	£6,935
First degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£6,935

First degree	Hadlow College 10002843	Fee applies to entrants/all students	£6,935
First degree	London South East Colleges 10000948	Fee applies to entrants/all students	£6,935
First degree	North Kent College 10004721	Fee applies to entrants/all students	£6,935
First degree	Osteopathic Education and Research Limited 10002344	Fee applies to entrants/all students	£6,935
First degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£6,935
Foundation degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£4,625
Foundation degree	Hadlow College 10002843	Fee applies to entrants/all students	£4,625
Foundation degree	London South East Colleges 10000948	Fee applies to entrants/all students	£4,625
Foundation degree	London South East Colleges 10000948 - For Foundation Degrees delivered at Bexley College, who are part of LSEC	Fee applies to entrants/all students	£4,625
Foundation degree	NCG 10004599 - Southwark College	Fee applies to entrants/all students	£4,625
Foundation degree	North Kent College 10004721	Fee applies to entrants/all students	£4,625
Foundation degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£4,625
Foundation year/Year 0	London South East Colleges 10000948	Fee applies to entrants/all students	£4,625
HNC/HND	Hadlow College 10002843	Fee applies to entrants/all students	£4,625
HNC/HND	London South East Colleges 10000948 - For HNC/HND qualifications delivered at Bexley College, who are part of LSEC	Fee applies to entrants/all students	£4,625
CertHE/DipHE	*	*	*
Postgraduate ITT	London South East Colleges 10000948	Fee applies to entrants/all students	£6,935
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Office for Students **ofs**

Provider fee information 2021-22

Provider name: University of Greenwich
Provider UKPRN: 10007146

Summary of 2021-22 course fees

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£6,165
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	Fee applies to entrants/all students	£6,165
CertHE/DipHE	*	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	Fee applies to entrants/all students	£9,250
Sandwich year	*	Fee applies to entrants/all students	£1,000
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Doreen Bird College of Performing Arts Ltd. 10002011	Fee applies to entrants/all students	£9,250
First degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£8,630
First degree	Hadlow College 10002843	Fee applies to entrants/all students	£9,250
First degree	London South East Colleges 10000948	Fee applies to entrants/all students	£8,630
First degree	North Kent College 10004721	Fee applies to entrants/all students	£8,630
First degree	Osteopathic Education and Research Limited 10002344	Fee applies to entrants/all students	£9,250
First degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£8,630
Foundation degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£6,165

Foundation degree	Hadlow College 10002843	Fee applies to entrants/all students	£6,165
Foundation degree	LONDON SOUTH EAST ACADEMIES TRUST 10060796	Fee applies to entrants/all students	£6,165
Foundation degree	London South East Colleges 10000948	Fee applies to entrants/all students	£6,165
Foundation degree	NCG 10004599 - Southwark College	Fee applies to entrants/all students	£6,165
Foundation degree	North Kent College 10004721	Fee applies to entrants/all students	£6,165
Foundation degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£6,165
Foundation year/Year 0	London South East Colleges 10000948	Fee applies to entrants/all students	£8,630
HNC/HND	Hadlow College 10002843	Fee applies to entrants/all students	£6,165
HNC/HND	LONDON SOUTH EAST ACADEMIES TRUST 10060796	Fee applies to entrants/all students	£6,165
CertHE/DipHE	*	*	*
Postgraduate ITT	London South East Colleges 10000948	Fee applies to entrants/all students	£8,630
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	Fee applies to entrants/all students	£4,625
Foundation year/Year 0	*	Fee applies to entrants/all students	£6,935
HNC/HND	*	Fee applies to entrants/all students	£4,625
CertHE/DipHE	*	Fee applies to entrants/all students	£6,935
Postgraduate ITT	*	Fee applies to entrants/all students	£6,935
Accelerated degree	*	Fee applies to entrants/all students	£6,935
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	Doreen Bird College of Performing Arts Ltd. 10002011	Fee applies to entrants/all students	£6,935
First degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£6,935
First degree	Hadlow College 10002843	Fee applies to entrants/all students	£6,935

First degree	London South East Colleges 10000948	Fee applies to entrants/all students	£6,935
First degree	North Kent College 10004721	Fee applies to entrants/all students	£6,935
First degree	Osteopathic Education and Research Limited 10002344	Fee applies to entrants/all students	£6,935
First degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£6,935
Foundation degree	Guildford College of Further and Higher Education 10002815 - Guildford College	Fee applies to entrants/all students	£4,625
Foundation degree	Hadlow College 10002843	Fee applies to entrants/all students	£4,625
Foundation degree	London South East Colleges 10000948	Fee applies to entrants/all students	£4,625
Foundation degree	London South East Colleges 10000948 - For Foundation Degrees delivered at Bexley College, who are part of LSEC	Fee applies to entrants/all students	£4,625
Foundation degree	NCG 10004599 - Southwark College	Fee applies to entrants/all students	£4,625
Foundation degree	North Kent College 10004721	Fee applies to entrants/all students	£4,625
Foundation degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£4,625
Foundation year/Year 0	London South East Colleges 10000948	Fee applies to entrants/all students	£4,625
HNC/HND	Hadlow College 10002843	Fee applies to entrants/all students	£4,625
HNC/HND	London South East Colleges 10000948 - For HNC/HND qualifications delivered at Bexley College, who are part of LSEC	Fee applies to entrants/all students	£4,625
CertHE/DipHE	*	*	*
Postgraduate ITT	London South East Colleges 10000948	Fee applies to entrants/all students	£6,935
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Access and participation plan
Fee information 2020-21

Provider name: University of Greenwich

Provider UKPRN: 10007146

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

All fees in this Access and Participation Plan are subject to an annual fee setting exercise and will rise annually in line with the regulated fee rate set by the UK Government currently based on the RPI-X (Retail Price Index excluding mortgage interests payments). Fees for entrants for earlier years are governed by the Access Agreement governing the relevant year of entry.

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	*	£6,165
Foundation year/Year 0	*	£9,250
HNC/HND	*	£6,165
CertHE/DipHE	*	£9,250
Postgraduate ITT	*	£9,250
Accelerated degree	*	£9,250
Sandwich year	*	£1,000
Erasmus and overseas study years	*	£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Doreen Bird College of Performing Arts Ltd. 10002011	£9,250
First degree	Guildford College of Further and Higher Education 10002815	£8,630
First degree	Hadlow College 10002843	£9,250
First degree	London South East Colleges 10000948	£8,630
First degree	North Kent College 10004721	£8,630
First degree	Osteopathic Education and Research Limited 10002344	£9,250
First degree	West Kent and Ashford College 10007419	£8,630
Foundation degree	Guildford College of Further and Higher Education 10002815	£6,165
Foundation degree	Hadlow College 10002843	£6,165
Foundation degree	LONDON SOUTH EAST ACADEMIES TRUST 10060796	£6,165
Foundation degree	Lewisham Southwark College 10003894	£6,165
Foundation degree	London South East Colleges 10000948	£6,165
Foundation degree	North Kent College 10004721	£6,165
Foundation degree	West Kent and Ashford College 10007419	£6,165
Foundation year/Year 0	London South East Colleges 10000948	£8,630
HNC/HND	Hadlow College 10002843	£6,165
HNC/HND	LONDON SOUTH EAST ACADEMIES TRUST 10060796	£6,165
CertHE/DipHE	*	*
Postgraduate ITT	London South East Colleges 10000948	£8,630
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	£6,935
Foundation degree	*	£4,625
Foundation year/Year 0	*	£6,935
HNC/HND	*	£4,625
CertHE/DipHE	*	£6,935
Postgraduate ITT	*	£6,935
Accelerated degree	*	£6,935
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	Doreen Bird College of Performing Arts Ltd. 10002011	£6,935
First degree	Guildford College of Further and Higher Education 10002815	£6,935

First degree	Hadlow College 10002843	£6,935
First degree	London South East Colleges 10000948	£6,935
First degree	North Kent College 10004721	£6,935
First degree	Osteopathic Education and Research Limited 10002344	£6,935
First degree	West Kent and Ashford College 10007419	£6,935
Foundation degree	Guildford College of Further and Higher Education 10002815	£4,625
Foundation degree	Hadlow College 10002843	£4,625
Foundation degree	Lewisham Southwark College 10003894	£4,625
Foundation degree	London South East Colleges 10000948	£4,625
Foundation degree	London South East Colleges 10000948 - For Foundation Degrees delivered at Bexley College, who are part of LSEC	£4,625
Foundation degree	North Kent College 10004721	£4,625
Foundation degree	West Kent and Ashford College 10007419	£4,625
Foundation year/Year 0	London South East Colleges 10000948	£4,625
HNC/HND	Hadlow College 10002843	£4,625
HNC/HND	London South East Colleges 10000948 - For HNC/HND qualifications delivered at Bexley College, who are part of LSEC	£4,625
CertHE/DipHE	*	*
Postgraduate ITT	London South East Colleges 10000948	£6,935
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Office for Students

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Greenwich

Provider UKPRN: 10007146

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,564,000.00	£1,564,000.00	£1,564,000.00	£1,564,000.00	£1,564,000.00
Access (pre-16)	£56,000.00	£56,000.00	£56,000.00	£56,000.00	£56,000.00
Access (post-16)	£1,453,000.00	£1,453,000.00	£1,453,000.00	£1,453,000.00	£1,453,000.00
Access (adults and the community)	£55,000.00	£55,000.00	£55,000.00	£55,000.00	£55,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£1,100,000.00	£1,100,000.00	£1,100,000.00	£1,100,000.00	£1,100,000.00
Research and evaluation (£)	£151,000.00	£151,000.00	£151,000.00	£151,000.00	£151,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£30,127,639.00	£30,127,639.00	£30,127,639.00	£30,127,639.00	£30,127,639.00
Access investment	5.2%	5.2%	5.2%	5.2%	5.2%
Financial support	3.7%	3.7%	3.7%	3.7%	3.7%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.5%
Total investment (as %HFI)	9.3%	9.3%	9.3%	9.3%	9.3%

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Greenwich

Provider UKPRN: 10007146

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To increase the annual entry rate of care leavers studying at the University	PTA_1	Care-leavers	To increase the recruitment of level 3 care leavers into the University by 0.24 percentage points.	No	Other data source	2018-19	1.36%	1.40%	1.45%	1.50%	1.55%	1.6%	The yearly increase represents the proportion of New Full Time Home On Campus students we expect to register. The data source for this work is from a new internal reporting tool, which is then checked manually.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative	Data source	Baseline year	Baseline data	2020-21 milestone	2021-22 milestone	2022-23 milestone	2023-24 milestone	2024-25 milestone	Commentary on milestones/targets (500 characters maximum)
Improve the attainment of Black stud	PTS_1	Ethnicity	To reduce the 21 percentage point attainment gap betwe	No	The access and	2017-18	21	19.4	17.8	16.2	14.6	13	Gap in percentage points
Improve the attainment of Asian stud	PTS_2	Ethnicity	To reduce the 12 percentage point attainment gap betwe	No	The access and	2017-18	12	10.4	8.8	7.2	5.6	4	Gap in percentage points
Improve the continuation of students	PTS_3	Disabled	To eliminate the 7.8 percentage point continuation gap b	No	The access and	2016-17	7.8	6.24	4.68	3.12	1.56	0	Gap in percentage points
Improve the continuation of POLAR4	PTS_4	Low Participation Neighbourho	To eliminate the 3 percentage point continuation gap bet	No	The access and	2016-17	3	2.4	1.8	1.2	0.6	0	Gap in percentage points
Improve the continuation of disabled	PTS_5	Disabled	To eliminate the 3 percentage point continuation gap bet	No	The access and	2016-17	3	2.4	1.8	1.2	0.6	0	Gap in percentage points
Improve the attainment of IMD stude	PTS_6	Socio-economic	To reduce the 13 percentage point attainment gap betwe	No	The access and	2017-18	13	12	11	10	9	8	Gap in percentage points
Improve the attainment of part time E	PTS_7	Part-time	To reduce the 26 percentage point attainment gap betwe	No	The access and	2017-18	26	23.4	20.8	18.2	15.6	13	Gap in percentage points

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborativ	Data source	Baseline year	Baseline data	2020-21 milestone	2021-22 milestone	2022-23 milestone	2023-24 milestone	2024-25 milestone	Commentary on milestones/targets (500 characters maximum)
Improve the progression of BAME st	PTP_1	Ethnicity	To reduce the 7.9 percentage point progression gap (tha	No	The access and	2016-17	7.9	6.7	5.5	4.3	3.1	1.9	Gap in percentage points
Improve the progression of Asian stu	PTP_2	Ethnicity	To reduce the 11 percentage point progression gap (that	No	The access and	2016-17	11	9.8	9.2	8.6	8	5	Gap in percentage points
Improve the progression of students	PTP_3	Ethnicity	To reduce the 7 percentage point progression gap (that	No	The access and	2016-17	7	5.8	5.2	4.6	4	1	Gap in percentage points