St George's, University of London
Access and Participation Plan
2020-21 to 2024-25

St George's, University of London has a prestigious history of providing excellent education in medicine, healthcare and science which spans nearly 300 years. Co-located with St George's Hospital in Tooting, south west London, we are the UK's only specialist health university, offering a focused portfolio of healthcare and science programmes (some of which are delivered by our Faculty of Health, Social Care and Education, a joint venture with Kingston University).

We are committed to ensuring that our student body is as diverse as possible, and that all students thrive on our courses, to support the development of a diverse healthcare workforce which reflects the population it serves. Issues of fair access and participation have long influenced our educational mission; an inclusive culture is core to our current success and future ambitions. We recognise the value that diverse backgrounds, perspectives and experiences bring to our work and are determined to remove any perceived barriers to joining our community. We are resolute in our commitment to access and participation and improving opportunities for students from underrepresented groups. This is strongly upheld by our executive and governing body (Council), as demonstrated through a newly-created role of Council 'Champion' for access and participation.

We welcome this opportunity to present our new Access and Participation Plan spanning a five-year period, which sets out a series of aims and stretching targets to ensure we can fully address our identified priority areas and reduce gaps in equality across the student lifecycle. This ambitious plan reflects a step change in our approach to access and participation, one which we are fully committed to planning, delivering, monitoring and evaluating in partnership with staff and students.

1. Assessment of performance

This assessment of our performance should be considered in the context of our small cohort sizes[1], the highly specialised nature of our institution and our geographical location within south-west London. Thus, our analysis of data below is often considered using an aggregate approach across a number of years to provide more meaningful analysis. Unless otherwise stated, the data are drawn from that provided by the Office for Students (OfS) through the Access and Participation dataset and data dashboard, first published in March 2019.

### 1.1 Higher education (HE) participation, household income, or socioeconomic status
Access
We recruit the vast majority of undergraduate students from our local area in Greater London. Over the past four years, on average, around half of our undergraduate students have come from the Greater London area (with an overall increase from 42% in 2015-16 to 56% in 2018-19)[2].

Analysis of HE participation using POLAR4[2] demonstrates large gaps between young, full-time undergraduate entrants from the quintiles with the lowest participation in higher education, Q1 and Q2, and the quintile with the highest participation, Q5 (see Table 1). While the gap between POLAR4 Q1&2 and Q5 reduced slightly between 2015-16 and 2017-18, dropping from 30.4% in 2015-16 to 24% in 2017-8, it remains wide compared to the sector.

An important factor underlying this disparity is the widely-acknowledged

Graph 1

POLAR4 Q1 Q2 Q5 in Greater London & excluding GL (young, FT, UG entrants)

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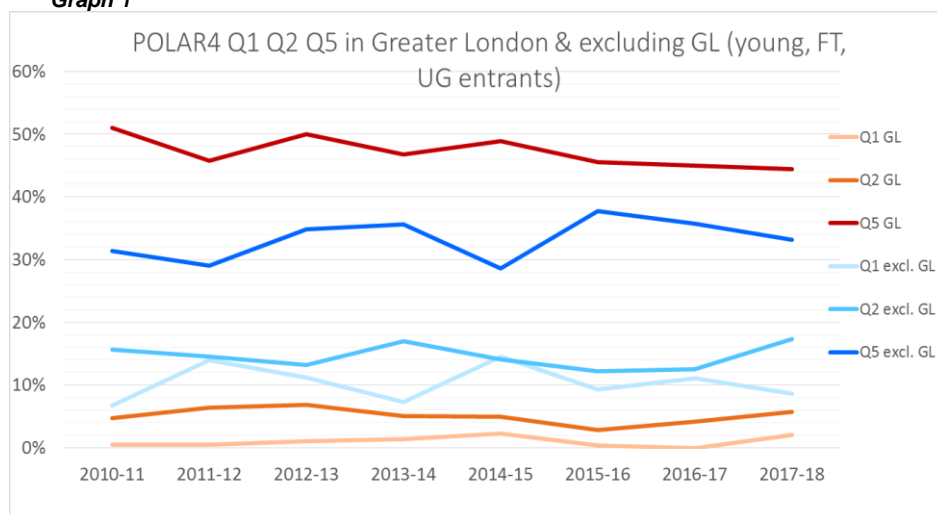
[1] Cohort sizes are even smaller for measures set by the Office for Students (OfS) relating to students on Honours degrees, as a significant proportion of our undergraduate students (i.e. those studying Medicine, which represent just over a third of our young, full-time undergraduates) are excluded [2] Internal application and admissions data

[2] OfS A&P dataset individualised data, 2019

and significant limitations of the POLAR4 classification system in London[345]. This is partly due to high population density masking postcodes of low participation, which are side by side with those of high participation, and also because overall levels of participation in HE in the capital are much higher than the rest of the UK. Despite the fact that London has a greater proportion of income deprived children than anywhere else in the country[7], when looking solely at measures of HE participation, fewer than 7% of postcodes in Greater London are classified as POLAR Q1 (1.9%) or Q2 (5.5%), while almost half are classified as Q5 (48.9%)[6].

When students from Greater London are excluded from our access population (see Graph 1), the POLAR4 Q1 vs Q5 gap and the Q1&2 vs Q5 gap both narrow considerably, but both do still persist, and at a higher level than in the sector overall. This indicates that while our London-based cohort is the largest single factor in the extent of our access gaps as measured by POLAR4, there are other issues underlying them as well.

While at St George's the gap between Q1 and Q5 is the widest, the discrepancy between access rates at St George's and the sector is the starkest when you compare Q1&2 to Q5. While in 2017-18 the Q1&2 vs Q5 gap in the sector was 2.6%, at St George's, the gap was nearly three times that at 7.1% (even when only looking at students from outside the Greater London area). This indicates that access rates need to be improved for both Q1 and Q2 students at St George's.

Table 1: Entrants by POLAR4	Current performance	2015-16		2016-17		2017-18	
POLAR4 excluding Greater London	*Proportion of Quintile 1 entrants*	9.3%	(19/204)	11.1%	(22/199)	8.7%	(16/184)
	Proportion of Quintile 2 entrants	12.3%	(25/204)	12.6%	(25/199)	17.4%	(32/184)
	Proportion of Quintile 1+2 entrants	21.6%	(44/204)	23.6%	(47/199)	26.1%	(48/184)
	Proportion of Quintile 5 entrants	37.7%	(77/204)	35.7%	(71/199)	33.2%	(61/184)
	Gap between Q1 and Q5	**28.4%**		**24.6%**		**24.5%**	
	Gap between Q1+2 and Q5	**16.2%**		**12.1%**		**7.1%**	
POLAR4 All regions	*Proportion of Quintile 1 entrants*	4.4%	(20/450)	4.5%	(22/486)	4.6%	(22/480)
	Proportion of Quintile 2 entrants	7.1%	(32/450)	7.6%	(37/486)	10.4%	(50/480)
	Proportion of Quintile 1+2 entrants	11.6%	(52/450)	12.1%	(59/486)	15.0%	(72/480)
	Proportion of Quintile 5 entrants	42.0%	(189/450)	41.2%	(200/486)	40.0%	(192/480)
	Gap between Q1 and Q5	**37.6%**		**36.6%**		**35.4%**	
	Gap between Q1+2 and Q5	**30.4%**		**29.0%**		**25.0%**	
POLAR4 Sector comparison	*Proportion of Quintile 1 entrants*	11.7%		11.8%		12.0%	
	Proportion of Quintile 2 entrants	15.7%		15.7%		15.7%	
	Proportion of Quintile 1+2 entrants	27.4%		27.5%		27.7%	
	Proportion of Quintile 5 entrants	30.4%		30.4%		30.3%	
	Gap between Q1 and Q5	**18.7%**		**18.6%**		**18.3%**	
	Gap between Q1+2 and Q5	**3.0%**		**2.9%**		**2.6%**	

Table 2: Entrants by IMD	Current performance	2015-16 entrants		2016-17 entrants		2017-18 entrants	
IMD	*Proportion of Quintile 1 entrants*	18.4%	(81/441)	16.7%	(80/478)	18.6%	(87/469)
	Proportion of Quintile 5 entrants	23.4%	(103/441)	21.5%	(103/478)	18.3%	(86/469)
	Gap between Q1 and Q5	**5.0%**		**4.8%**		**-0.2%**	
IMD Sector comparison	*Proportion of Quintile 1 entrants*	20.9%		21.2%		21.6%	
	Proportion of Quintile 5 entrants	21.7%		21.5%		21.0%	
	Gap between Q1 and Q5	**0.8%**		**0.3%**		**-0.6%**	

[3] Harrison, N. and McCaig, C., (2015). *An ecological fallacy in higher education policy: the use, overuse and misuse of 'low participation neighbourhoods'*. Journal of Further and Higher Education 39(6): 793-817.
[4] WonkHE, 2018 See: https://wonkhe.com/blogs/dont-leave-disadvantaged-students-out-in-the-cold/ Last accessed: May 2019
[5] AccessHE, June 2019. See: https://www.accesshe.ac.uk/yYdlx0u7/SBT2142-London-Higher-Polar-Opposite-Report-Design-v3.pdf Last accessed: July 2019. [7] Russell Group, 2019. See: https://russellgroup.ac.uk/news/addressing-social-inequality/ Last accessed: May 2019.

[6] Internal analysis of POLAR4 postcode data provided by OfS: https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/polar4-data/

Analysis of our entrants using the English Indices of Multiple Deprivation (IMD)[7] shows a more diverse picture. Whilst our data show a very small 'positive gap' in 2017-18 between entrants from IMD Q1 and IMD Q5, the number of IMD Q1 students has remained fairly static over the past five years (see Table 2).

For all Quintiles, and for the sector, gaps in access between IMD Quintiles are much less pronounced than the gaps between POLAR4 Quintiles. Since POLAR4 is a direct measure of how likely a young person from a particular area is to progress to higher education (meaning that it correlates very strongly with actual access to higher education) and IMD is a more complex measure of deprivation, this is to be expected. Nevertheless, OfS data show statistically significant differences between the proportion of IMD Q1 students admitted to St George's and the national population (18 year olds only) across all years from 2013-14 to 2017-18, suggesting that there is potential for further growth in the proportion of IMD Q1 students that we admit. Initial internal analysis of application data show that currently our rejection rate for applicants from more deprived areas is higher than for applicants from less deprived areas. For applications for entry from 2017-18 to 2020-21 (as of April 2019), the overall rejection rate was 61.2% for applicants from IMD Decile 1 and 46.9% for applicants from IMD Decile 10. This analysis is still in its early stages, and more work will be taken forward over the course of this Plan to ensure that the data are robust and other factors such as prior attainment can be appropriately controlled for, in order to better understand our performance on this measure.

Success

Non-continuation

Continuation is strong for students from all POLAR4 and IMD Quintiles, and is well above the sector for all students in both measures. Over the past five years our continuation rate has been slightly stronger for students from POLAR4 Q1-2 compared with students from POLAR4 Q3-5. Comparing IMD Quintiles, our continuation is well above the sector for both students from IMD Q1-2 (7% above last year, comparing our 15-16 to 17-18
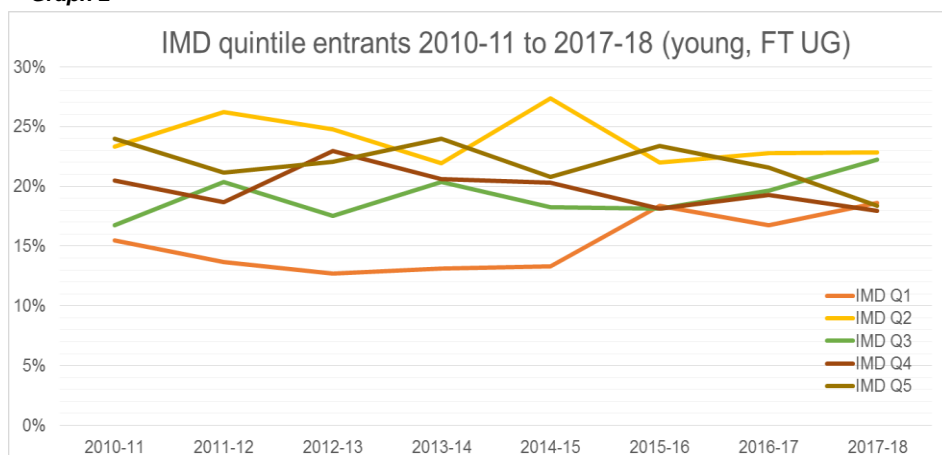
Graph 2

threeyear aggregate to the sector) and for those from IMD Q3-5 (5% last year, comparing our 15-16 to 17-18 three-year aggregate to the sector). We have gaps of around 3 percentage points (based on three-year aggregates) when comparing IMD Q1-2 to IMD Q3-5. These are not statistically significant, and are still much better than the sector average, which over the last five years has increased from 4.2 to 5.4 percentage points.

Attainment

If we look at the proportion of students who achieved a 1st or 2:1 from 2012-13 to 2017-18[8] no clear pattern emerges, and attainment rates are particularly erratic for the lower POLAR4 Quintiles where, as discussed in the Access section, absolute numbers are smaller and individual student success has an outsize effect on overall success rates. Attainment measures exacerbate this, reducing already low numbers even further by excluding our largest course, undergraduate Medicine, which is a nonHonours degree. Between 2012-13 and 2017-18 the gap between POLAR4 Q1 and Q5 students was widest in 2015-16 at 24.9%, but this does not appear to be a persistent issue (see Graph 3). The gap was less than 1% in two of the six years in the dataset, and POLAR4 Q1 students outperformed Q5 students in two years, by 11.9% in 2014-15 and most recently, by 2.7% in 2017-18. We will continue to monitor this measure carefully over the course of this Plan.

Graph 3

Attainment of students from IMD Q1-2 combined is consistently above the sector, with our three-year aggregate to 2017-18 giving a rate of 73.2%, versus a sector average of 70.4% in 2017-18. Aggregate attainment of students

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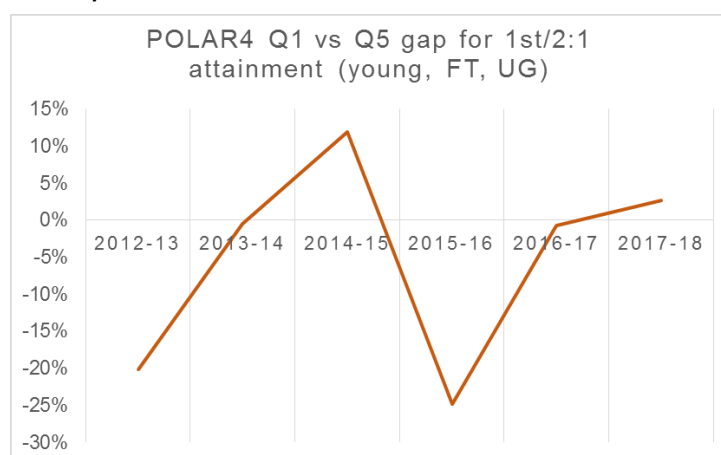
[7] OfS A&P dataset individual data, 2019
[8] OfS A&P dataset individualised data, 2019

from IMD Q3-5 is in line with the sector, with a three-year aggregate of 82.6% in 2017-18 comparable with the sector average of 82.4%. Comparing the groups to one another, we have a gap in which students from IMD Q3-5 outperform students from IMD Q1-2. Our most recent three-year aggregate (2015-16 to 2017-18) shows a gap of 9%, with 9% a year earlier (2014-15 to 2016-17) and 11% before that (2013-14 to 2015-16). However, over the same period, the equivalent gap in the sector has decreased from 12.7% only to 12.1%, which demonstrates that our rate of progress in closing the gap is faster compared to the sector.

Progression to employment or further study

Looking at progression into employment or education using HESA DLHE data, we find that progression rates are high across all POLAR4 Quintiles for young, full-time first degree students. In the period from 2012-13 to 2016-17

overall progression rates ranged from 96% in 2012-13 to a high of 99% in 2014-15 and 2015-16. Progression of POLAR4 Q1 students outperformed progression of POLAR4 Q5 students in all but one of these five years, with 100% progression for POLAR4 Q1 students in every year except 2013-14. Similar trends are seen when students are separated into IMD Quintiles. Overall progression rates are high; no Quintile drops below 94% progression in any of the years from 2012-13 to 2016-17. Similar trends emerge when considering progression to highly-skilled employment or higher-level study data. Students from POLAR4 Q1-2 consistently outperform students from Q3-5 on this measure. Our three-year aggregate progression rate for POLAR4 Q1-2 is 75%, 5% above the sector average for this group and 1% above the rate for our students from POLAR4 Q3-5. We acknowledge that this 'positive' gap has reduced in recent years, and thus, we will be monitoring this measure closely to ensure that it remains positive. Regarding IMD, our three-year aggregate progression rate from 2014-15 to 2016-17 for students in IMD Q1-2 was 82%, 12% above the sector. For students from IMD Q3-5 our progression rate was 84%, 9% above the sector average. The 2% gap in performance between our students from IMD Q1-2 compared with students from IMD Q3-5 follows similar gaps of 1% in each of the previous two years.

1.2 Black, Asian and minority ethnic (BAME) students

Access

We recruit a high proportion of BAME students in comparison to the sector, which reflects the greater proportion of people in our main recruitment catchment area – London - from BAME backgrounds when compared to the rest of England (41% compared to 10%)[9].

Our percentage of full-time undergraduate students from BAME backgrounds has increased steadily, from 54% in 2013-14 to 63% in 2017-18[10] (see Graph 4). In particular, we have consistently recruited high proportions of Asian students (33% in 201718, compared to 13.7% in the sector overall).

Graph 4

Entrants by ethnicity 2010-11 to 2017-18 (all full-time undergraduate)
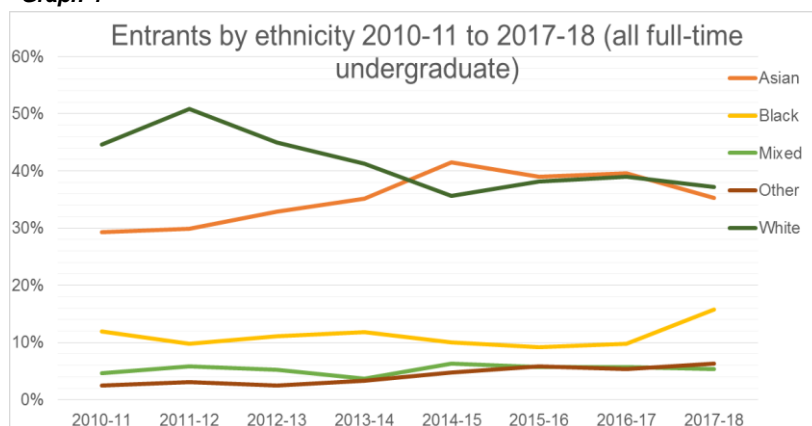
Success
Non-continuation

Our continuation rates are well above the sector for students from every ethnic group. For BAME students combined, our most recent three-year aggregate rate is 10% higher than the sector, while for White students the rate is 4% higher than the sector. Continuation of Asian students is 8% above the sector and continuation of Black students is 7% above the sector. Comparing students from different ethnic groups to one another, we have no continuation gaps between combined BAME students and White students, or between Asian students and White students. Comparing continuation of Black students and White students reveals a narrowing gap of 4% in 2014-15, 2% in 2015-16, and most recently a 'positive gap' of 3% in 2016-17. For context, on this measure the sector average gap is widening over time and stood at 6.3% in 2016-17.

Attainment

Table 3: Black v White student attainment - students graduating from Honours degrees	Three-year aggregates		
	2015-16	**2016-17**	**2017-18**
Black students 1st or 2.1	69.4%	71.5%	71.2%

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[9] Trust for London, 2017. See: https://www.trustforlondon.org.uk/data/ Last accessed: May 2019

[10] OfS A&P dataset individualised data, 2019

Our attainment figures are better than the sector for each ethnic group and for 'BAME' students combined, however we do have gaps between students from different ethnic groups. For BAME students combined, our most recent three-year aggregate (2015-16 to 2017-18) is 10% above the sector average, while our three-year aggregate White

Black students population	111	123	125
White students 1st or 2.1	88.6%	88.2%	87.3%
White students population	376	382	411
Gap	**-19.2%**	**-16.7%**	**-16.1%**

student attainment is 7% above sector average. There is a large gap between BAME and White students which in the last three years has reduced from 14% in 2015-16, to 13% in 2016-17, to 9% in 2017-18. In 2017-18 the sector average gap between White and BAME students was 13.2%.

For Black students, three-year aggregate attainment is 10% above the sector average, however, we have a persistent and significant gap between our Black students and our White students (see Table 3). Using three-year aggregates, our last three gaps are 19.2%, 16.7% and 16.1%. For Asian students, three-year aggregate attainment is 5% above the sector, however, we also have gaps when comparing this group to White students. Aggregate data show gaps of 12.9% in 2015-16, 11.9% in 2016-17 and 8.9% in 2017-18. In any given year Asian students make up around three-fifths of our total BAME student population on honours degrees, with Black students representing a further fifth. Numbers of students in the other ethnic categories of 'Mixed' or 'Other' are too small to show meaningful trends.

Progression to employment or further study

Outcomes for progression to employment or further study[11] for all students are consistently high; the gap in these progression rates between BAME and White students is extremely narrow, less than 1% in the most recent two years of, according to HESA DLHE data (see Table 4). When ethnic groups are disaggregated, we can see that it is a lower progression rate for Asian students that underlies this gap, with Black students progressing at an equal or higher rate than White students from 2013-14 to 2016-17.

While progression to highly-skilled employment and further study for all groups is well above the sector average, institution-wide data show some gaps in these outcomes for different ethnic groups. When considered at programme-level however, we do not have gaps in progression outcomes for students from different ethnic groups. Instead, the institutional gap is concentrated, caused by the large number of BAME students studying our BSc Biomedical Science course, which has the lowest progression rate. As a specialist science and healthcare university, the majority of our courses are professionally-focused and lead directly to employment in the healthcare sector.

The main exception to this is our BSc Biomedical Sciences course (our second largest course), which attracts a substantial number of students who wish to progress onto a second degree in Medicine. Where these students progress directly onto a Medicine

Table 4: Progression to employment	2012-13	2013-14	2014-15	2015-16	2016-17
BAME students	93.70%	96.20%	98.30%	98.90%	97.50%
BAME population	207	213	240	190	238
White students	97.70%	97.60%	100.00%	99.50%	98.10%
White population	213	208	213	194	214
Gap	**-3.90%**	**-1.40%**	**-1.70%**	**-0.50%**	**-0.70%**
Asian students	92.40%	96.30%	98.10%	99.20%	96.90%
Asian population	131	136	156	123	160
Black students	94.60%	97.60%	100.00%	100.00%	98.10%
Black population	37	42	39	33	54
White students	97.70%	97.60%	100.00%	99.50%	98.10%
White population	213	208	213	194	214
Asian-White Gap	**-5.30%**	**-1.30%**	**-1.90%**	**-0.30%**	**-1.30%**
Black-White Gap	**-3.10%**	**0.00%**	**0.00%**	**0.50%**	**0.00%**

programme, or take time out post-degree to gain vocational experience in healthcare to support future applications to Medicine, these outcomes are not considered higher-level study nor highly-skilled employment. Internal analysis has confirmed that the low progression on this course is a factor which affects BAME and White students equally. Thus, work is currently underway to enhance employability for all students on this specific course, including the addition of a professional training year and enhanced careers staffing.

Table 5: BAME & White student progression to highly-skilled employment / higher-level study		2012-13	2013-14	2014-15	2015-16	2016-17
All UG programmes	**BAME students**	70.0%	82.1%	79.4%	77.2%	74.9%
	BAME population	210	223	248	197	243
	White students	93.0%	89.1%	89.8%	88.5%	91.3%
	White population	230	230	225	200	218

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[11] HESA DHLE data

	Gap	**-23.0%**	**-7.1%**	**-10.3%**	**-11.3%**	**-16.4%**
All except BSc Biomedical Sciences	**BAME students**	93.0%	94.4%	96.0%	97.7%	95.4%
	BAME population	142	144	175	130	151
	White students	98.0%	94.9%	97.9%	97.7%	97.4%
	White population	205	197	191	175	189
	Gap	**-5.1%**	**-0.5%**	**-1.9%**	**0.0%**	**-2.0%**
BSc Biomedical Sciences	**BAME students**	22.1%	59.5%	39.7%	37.3%	41.3%
	BAME population	68	79	73	67	92
	White students	52.0%	54.5%	44.1%	24.0%	51.7%
	White population	25	33	34	25	29
	Gap	**-29.9%**	**4.9%**	**-4.4%**	**13.3%**	**-10.4%**

1.3 Mature students

Access

We have higher proportions of mature students entering than the sector, with c.40% of our full-time undergraduate students classed as mature on entry. As shown in Graph 5, this trend has remained constant over time, with only small fluctuations, thus demonstrating our contribution to the national drive to increase mature student participation in HE.

Success

Non-continuation

Continuation of both young and mature students is well above the sector average. Our three-year aggregate from 2014-15 to 2016-17 shows a continuation rate of 97% for young students, compared to a sector average of 92%, and 93% for mature students compared to a sector average of 75%. Comparing the two groups we find a pattern of young students marginally outperforming mature students by between 2 to 5%. However, this is not statistically significant, nor a priority under this Plan.
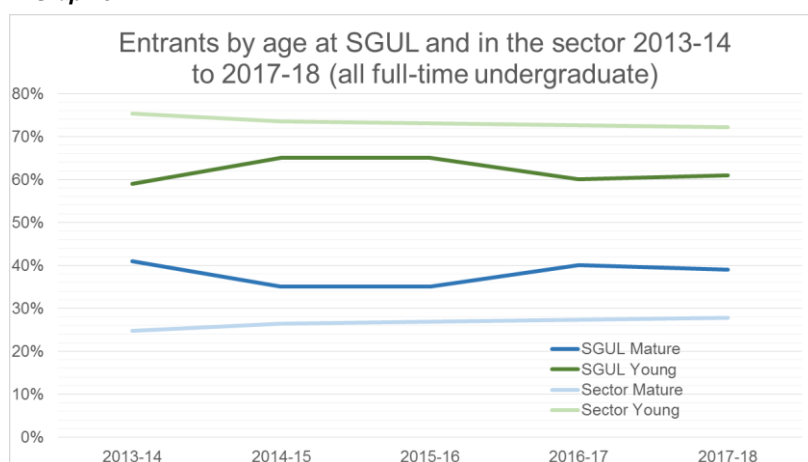
Graph 5

Entrants by age at SGUL and in the sector 2013-14 to 2017-18 (all full-time undergraduate)

Attainment

Whilst attainment of our young students is in line with the sector, attainment of our mature students outperforms the sector average by around 10% in each of the last three years. In three-year aggregates up to 2017-18, our young student attainment rate is 79% and for mature students, it is 80%. Furthermore, whereas the sector consistently has a gap of nearly 10% in attainment between young and mature students, three-year aggregates show we do not have a gap; in the three years up to 2016-17, there was a 2% advantage in favour of mature students, and in the three years up to 2015-16, there was a 2% advantage in favour of young students.

Progression to employment or further study

Looking at HESA DHLE data for progression into employment or further study, mature students consistently outperform young students on this measure, with both groups progressing at high rates from 2012-13 to 2016-17 (see Graph 6). This trend continues when examining the progression rate into highly-skilled employed or higher level study. Our three-year aggregate up to 2016-17 shows progression rates of 74% for young students, compared to 72.3% in the sector, and 96% for mature students, significantly above the sector average of 75.7%. This strong performance is consistent over time, with three-year aggregates varying between 74-77% for young students over the last three years, and between 95-96% for mature students.

Graph 6

Progression into employment/education by age group (full-time, first degree UG)
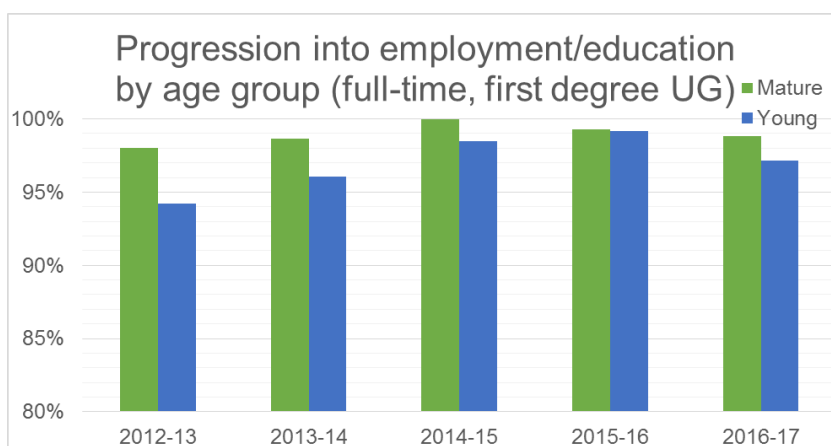
1.4 Disabled students

We have not examined students in receipt of Disabled Students' Allowance as a subsection of students with a declared disability. As in other areas where multiple factors intersect, our cohort numbers are too low to support meaningful analysis of this group.

Access

The proportion of full-time, undergraduate students that have a declared disability entering St George's increased slightly in 2015-16, from an average of 8.2% from 2010-11 to 2014-15, to an average of 13.1% from 2015-16 to 2017-18[12]. Disaggregating students with a declared disability by disability type reveals recent increases in the number of enrolled students who have declared a cognitive or learning difficulty. Overall, the proportion of students with a disability and the proportion of each disability type among our entrants is broadly comparable to the available sector data.

An initial analysis of internal application data shows that applicants who self-declare a disability are rejected at a lower rate (53.5% across all courses in applications for entry from 2017-18 to 2020-21 from disabled students, compared to 57.5% for all students) and made offers to at a higher rate (37.6% across all courses in data from 2017-18 to 2020-21 for disabled students, compared to 35.3% for all students) than other applicants. Further work will be undertaken over time to ensure the quality of the data, and to control for other factors such as previous educational attainment.

Success

Non-continuation

Continuation rates for our disabled students are well above the sector average, and we have no gaps in continuation rates between our disabled and non-disabled students. In 2016-17 our continuation rate for disabled students was 96.9%, compared to 96.8% for our non-disabled students, and 89.4% for disabled students across the sector. In 2015-16 our continuation rate for disabled students was 92.8%, compared to 94.6% for our nondisabled students, and 89.4% for disabled students across the sector. In 2014-15 our continuation rate for disabled students was 95.9%, compared to 96.2% for our non-disabled students, and 89.7% for disabled students across the sector. When dis-aggregating our disabled students by type of impairment, the only group large enough to provide meaningful data are those with a cognitive or learning difficulty, who have continuation rates of 95.7% in 2016-17, 95.8% in 2015-16, and 97.2% in 2014-15.

Attainment

Since 2013-14 attainment rates[13] for disabled students have been above the sector average for all but 2017-18, when Sour rate was 0.4% below the sector rate of 75.9%. When the attainment rate for students who have declared a disability is compared to that for students without a known disability the pattern is erratic due to the low

Table 6: Disabled v Nondisabled student attainment - students graduating from Honours degrees	1st/2:1 rate for students with no known disability	1st/2:1 rate for students with declared disability	Gap	Number of students that gap represents
2012-13	67.4% (178/264)	58.3% (14/24)	**-9.1%**	-2
2013-14	74.5% (234/314)	77.4% (24/31)	**2.9%**	1
2014-15	75.4% (199/264)	83.9% (26/31)	**8.5%**	3
2015-16	77.1% (226/293)	82.1% (23/28)	**5.0%**	1
2016-17	79.4% (281/354)	74.5% (38/51)	**-4.9%**	-2
2017-18	81.7% (268/328)	75.5% (40/53)	**-6.2%**	-3

numbers of students involved; as in other areas, an individual student's success has an outsized influence on overall success rates when cohorts are as small as ours. When disabled students are disaggregated by type of impairment, the only group with numbers large enough to analyse is those with a cognitive or learning difficulty. The pattern is similar, with a narrow gap in 2016-17 and 2017-18, following two years of a 'positive gap' where students with a cognitive or learning difficulty outperformed students with no known disability.

Thus, from 2012-13 to 2017-18, three of the six years have a 'positive gap', where disabled students outperformed students with no known disability, and the other half a 'negative' gap. Two of the years where attainment rates for disabled students fell below that for students without a known disability are the most recent years, which may indicate a downward trend. However, given the small numbers involved—in 2017-18 three more students achieving a 1st or 2:1 would have eliminated the 6% gap entirely, and in 2016-17 the 5% gap represents just two students— we believe that this gap can be addressed through individual student support (see Table 6). We will monitor this area closely over the course of the Plan, looking for evidence that the gap is becoming wider or more consistent.

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[12] OfS A&P dataset individualised data, 2019
[13] OfS A&P dataset individualised data, 2019

Progression to employment or further study

When we look at progression into employment and further study using HESA DHLE data, we see high progression rates for all students, and disabled students outperform non-disabled students in three of the five years in the available data (see Graph 7). When impairment types are disaggregated only those with a cognitive or learning difficulty form a large enough cohort for any meaningful analysis to be performed, and they perform well when compared with students not known to have a disability. Our disabled students also outperform non-disabled students when we consider progression to highly-skilled employment or higher level study, with both groups well above the sector. From 2012-13 to 2016-17, this progression rate never dipped below 87.7% for disabled students. When impairment types are disaggregated the only group large enough to analyse is those with a cognitive or learning difficulty, for whom progression rates have been similarly high, with a low of 88.7% between 2012-13 and 2016-17.

Graph 7 Progression into employment/education for disabled students (full-time, first degree UG)

1.5 Care leavers

The number of students enrolling at the university who self-identified as care leavers is very low, making it difficult for any meaningful statistical analysis to be undertaken with confidence, particularly due to our relatively small cohort sizes in general.

Access

Between 2015-16 and 2017-18, 16 students who self-identified as care leavers enrolled on one of our full-time undergraduate courses, comprising 0.7% of all enrolled students over this period. On average, this represents an intake of five care leaver students per year and they study a wide range of courses, including our higher-tariff courses, for example, BSc Biomedical Science and undergraduate Medicine.

Student Success and Progression

Internal data suggest that the majority of care leavers continue with their studies once enrolled; 14 of the 16 students noted above have either successfully completed their studies or are currently progressing through their course. Although this is a higher rate of non-continuation than for our undergraduate student population as a whole, it does represent a higher retention rate for care leavers than reported in 2017 by the National Network for the Education of Care Leavers (NNECL) report 'Moving On Up'. This report examined students entering higher education in 2014-15, noting that 20% of care leavers from this cohort did not complete their course[14]. Due to the small cohort sizes, it is not possible to comment further on attainment or progression trends relating to this group.

1.6 Intersections of disadvantage

Among the challenges that our small size presents is the unreliability of data when we look at groups who sit at the intersection of multiple markers of potential disadvantage, which makes it challenging to examine intersections of characteristics in a robust and meaningful way.

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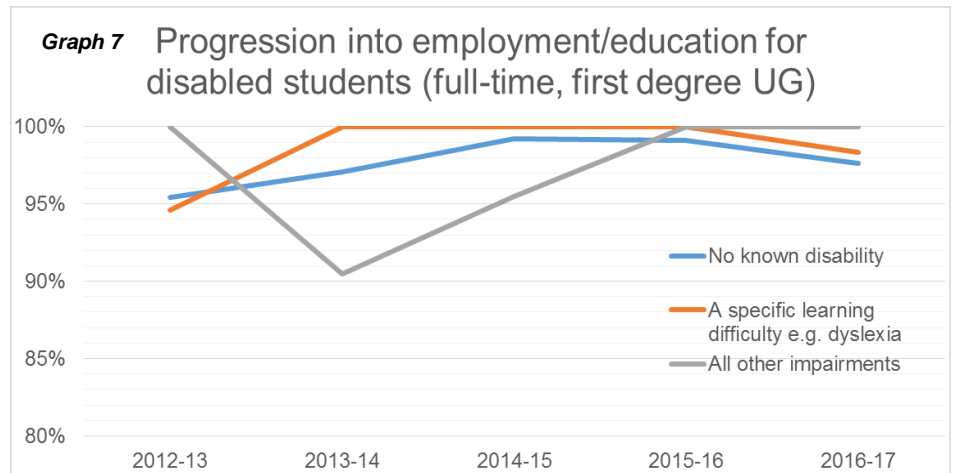
[14] Harrison, N., (2017). *Moving on up: care leavers and care-experienced student's pathways into and through higher education.* Winchester: National Network for the Education of Care Leavers.

Access

When the access population is split by POLAR4 and ethnicity[15], numbers become quite small for low participation groups of all ethnicities, making it difficult to pick out consistent patterns in the data. However, there are some observable trends.

As we have a high proportion of BAME students in general (White students have made up less than half our population since 201213, see section 1.2) and a low proportion of POLAR4 Q1-2 entrants (section 1.1), it is not unexpected to see that White students from POLAR4 Q1-2 neighbourhoods and BAME students from POLAR4 Q1-2

Graph 8 Access rates for POLAR4 and ethnicity (young, FT, UG)

neighbourhoods are poorly represented among our undergraduate population. However, what is unexpected is the breadth of the gap between BAME and White students from higher participation (Q3-5) neighbourhoods. The gap between these groups is wider than the gap between White students from low (Q1-2) and high (Q3-5) participation neighbourhoods, and if POLAR4 Quintiles are disaggregated then Q5 White students have been outnumbered by both Q5 and Q4 BAME students since 2010-11, and by Q3 BAME students in 2017-18. While this is not in itself negative, it may indicate that POLAR4 is a more significant factor in access for White students than it is for BAME students at our institution. This, in turn, may point towards an issue with White students from lower participation neighbourhoods that is concealed by our small size and gaps in our data.

Some support for this assertion can also be found by examining the intersection of ethnicity and a characteristic directly related to socio-economic status, IMD. If students from IMDQ1-2 and IMD Q3-5 areas are disaggregated by ethnicity, ethnicity seems to be the more dominating factor in access, with BAME students achieving higher levels of access regardless of IMD Quintile, and Q1-2 White students the group with the lowest representation. Again, given that the majority of our intake is BAME this is not unexpected, but alongside the trends in POLAR4 data, it may indicate an issue with White entrants from lower socio-economic backgrounds. Due to small cohort sizes it has not been possible to analyse by any further intersections (for example, by gender).

Student success and progression

Our student population is not large enough to support this kind of analysis for student success and progression measures at present, with the potential exception of ethnicity (though when looked at on a granular level this, too, presents challenges). Dividing an already under-represented group of students into yet smaller subsections can endanger the privacy of those students by making them identifiable, and lead to fluctuations in the data that make any conclusions drawn from them unreliable.

1.7 Other groups who experience barriers in higher education Estranged students

Currently, there is no mechanism in place to enable providers to establish the status of estranged students through their UCAS application, and therefore identification of these students is very difficult. We always encourage individual students to disclose if they are estranged at any point through the application process or when they are a student with us, to enable them to access our extensive range of support (if required). We are aware that we have a very small number of estranged students at present, who are all being fully supported on an individual basis by our student services team. Due to small cohort sizes, it is not possible to comment on trends relating to this group.

2 Strategic aims and objectives

2.1 Target groups

Table 7 shows our priority areas across all stages of the student lifecycle, and notes the groups for whom we are aiming to improve outcomes. We have carefully considered the Key Performance Measures (KPM) for access and

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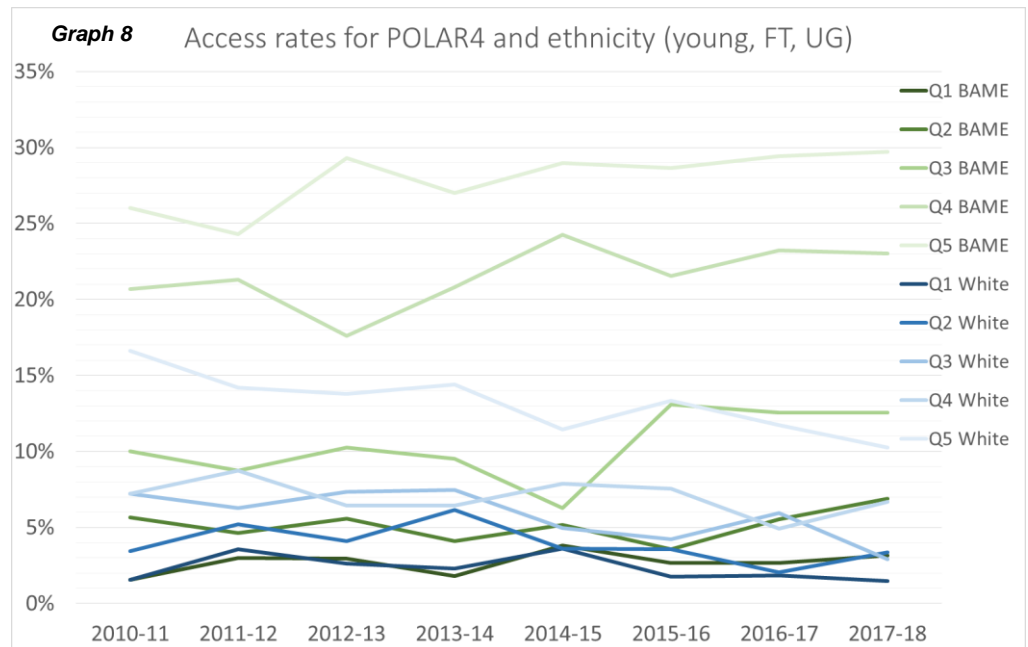
[15] OfS A&P dataset individualised data, 2019

participation set by OfS for itself and the sector in 2019, where relevant to our specific context, and assuming no significant change to the national tuition fee regime for Home undergraduate students.

As we are designated a small, specialist provider by the OfS, KPM2 is not relevant to our specific context (though we are mindful that we do offer higher-tariff courses and our target to support KPM1 will help to address this priority). For KPM3, students from under-represented groups are performing in line with/above their peers on this measure for most years. Thus, we are already positively contributing to the OfS's national agenda through our current performance, which will be monitored to ensure it is maintained over the course of this Plan.

Table 7: Priority areas across student lifecycle

Outreach	Access	Attainment	Non-continuation	Progression
Improving outcomes (see section 2.2)				
Attainment of students in receipt of Pupil Premium funding in our local community	POLAR4 Q1+2 entrants **(contributing to OfS KPM 1)* IMD Q1 entrants	BAME students on Honours degrees Black students on Honours degrees **(contributing to OfS KPM 3)* Students from IMD Q1+2 on Honours degrees		
Further work being undertaken over the course of this Plan to explore issues further (see section 3.2)				
Outreach activity with students from discrete under-represented groups e.g. estranged students, care-experienced students Outreach activity with White students from POLAR4 Q1+2 and/or IMD Q1	Support for students from discrete under-represented groups e.g. estranged students, care-experienced students Intersections re. White entrants from POLAR4 Q1+2 and/or IMD Q1	Measuring attainment of students on non-Honours degrees Attainment of disabled students **(contributing to OfS KPM 5)*		

Following OfS advice, our 2019-20 Access and Participation Plan retained the same targets as in our previous Access Agreements however, as noted in this Plan, we have already begun to overhaul the scope and targeting of our outreach activity in order to better align with this our new strategic aims and objectives for access. As discussed with OfS in autumn 2018, we have instigated a 'root and branch' review of all our outreach provision in order to ensure we can to meet the changing regulatory framework requirements and following our own reflections and refinement in line with our evaluation framework. Hence, we wish to discontinue a number of our outreach activity targets for 2018-19 and 2019-20 (see Annex 1 for further details).

2.2 Aims and objectives
2.2.1. Raising attainment pre-application
Aim: To support a small number of target schools in our local area through intensive, strategic partnerships designed to raise attainment of target students**.**

Objectives:
1) To equip students from identified target groups with appropriate information and advice and to develop key metacognitive skills at the critical primary/secondary transition point, through the delivery of progressive outreach programmes spanning multiple year groups.
2) To improve educational outcomes in GCSE Science for students from identified target groups participating in our 'Science Stars' programme by 2024-25.

Raising Attainment Target 1
To ensure that Science Stars participants maintain, on average, an improvement of at least one third of a grade in their GCSE Science examinations compared to students in the programme control group over the next five years.

This target relates to our Science Stars programme, which was piloted with fifteen students in one local secondary school during 2018-19. At present, we only have interim findings of short-term outcomes from a set of mock GCSE Science examinations. However, these initial results are encouraging, with Science Stars participants showing greater levels of progress on average when compared to students in the control group who are in the same school class as participants (to control for teacher effects).

We considered a number of options to assess the impact of participating in Science Stars on attainment. For example, we considered effect size, which has the benefit of being used in a teaching and learning toolkit

developed by the Educational Endowment Foundation[16][17] and so has some sector recognition. However, as a metric, effect size is strongly affected by context. In particular, there is evidence that effect sizes tend to fall as sample sizes rise[18] and different effect sizes translate to different levels of academic achievement depending on the age range of the pupils involved[19]. As the use of a control group is a more robust evaluative method, we will continue to implement a control group design moving forwards, assuming we can secure necessary permissions from non-participating individuals. Our external evaluator has advised that any observed improvement against a control group is likely to be meaningful given that only a small minority of well-designed evaluations in education are likely to show any significant positive impact[20][21].

We are proposing a target to ensure that Science Stars participants maintain, on average, an improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group over the next five years. This is equivalent to an effect size of approximately 0.2. For example, if a student was working towards the upper end of a Grade 4 (e.g. 4.8), an improvement of one third of a grade would push them over the boundary to achieving a Grade 5 (e.g. to 5.1), or if they were working at the bottom of Grade 4 (e.g. 4.1) an improvement of one third of a grade would enable them to achieve a more secure Grade 4 (e.g. 4.4). This measure has the advantage that it won't be affected as much by statistical quirks which could be caused by different cohort sizes over time and it is likely to be more meaningful to schools we may collaborate with. Looking at sector-wide benchmarks of what constitutes moderate to good impact in terms of effect sizes, this ranges from around 0.4 (Hattie, 2015) [22] to closer to 0.2 in more robust, randomised studies (mainly run by EEF)[23]. Work by Coe (200) [24] notes that an improvement of a GCSE grade is around 0.6 effect size. It should be noted that recent evaluations of very resource-intensive initiatives operating at a national scale are reporting impact as low as only 0.083 of a grade[25]. Therefore, we feel this represents an ambitious target given the nascent stage of this programme, with no full year impact analysis available at this time, and given the limited amount of evidence currently available within the sector of the efficacy of interventions such as this in raising attainment over time.

2.2.2. Access
Aim 1: To halve the gap in access to St George's, University of London for young, full-time, undergraduate students between bottom 40% and the top 20% of areas of progression to HE (measured using POLAR) by 2029-30.
Objectives:

- To eliminate the gap between the proportion of entrants from POLAR4 Q1+2 areas outside Greater London and entrants from POLAR4 Q5 areas outside Greater London, thus demonstrating our commitment to contributing to KPM1, whilst also recognising the limitations of POLAR4 as a metric for students residing in our main catchment area of Greater London.

- To narrow the gap between the proportion of entrants from POLAR4 Q1+2 areas and entrants from POLAR4 Q5 areas, thus contributing to KPM1, while recognising that the pool of POLAR Q1+2 students within London is much smaller and that progress in this area will be slower.

Access Target 1a
To eliminate the gap between the proportion of POLAR4 Q1+2 students and POLAR4 Q5 students among young, full-time, undergraduate entrants who reside outside Greater London[26] by 2024-25.
Access Target 1b
To narrow the gap between the proportion of POLAR4 Q1+2 students and POLAR4 Q5 students among young, full-time undergraduate entrants[27] by 4% by 2024-25.

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[16] Ref email correspondence from OfS provider metrics team, April 2 2019
[17] EEF . See: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Last accessed: May 2019
[18] Cheung, A., and Slavin, R. E., (2016). *How methodological features of research studies affect effect sizes.* Educational Researcher, 45(5), 283–292
[19] EEF. See: https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit_Manual_2018.pdf Last accessed: May 2019
[20] Lortie-Forgues, H. and Inglis, M., (2019). *Rigorous large-scale educational RCTs are often uninformative: Should we be concerned?* Educational Researcher,
[21] (3), 158-166
[22] Hattie, J., (2015). *The applicability of Visible Learning to higher education.* Scholarship of Teaching and Learning in Psychology, 1(1), 79-91.
[23] EEF Early Years Toolkit. See: https://educationendowmentfoundation.org.uk/public/files/Toolkit/Toolkit_Manual_2018.pdf Last accessed: May 2019
[24] Coe, R., (2000). *What is an effect size? A brief introduction.* See: https://www.cem.org/effect-size-resources Last accessed: May 2019
[25] See, for example: High Potential Middle Leaders (Secondary) programme: an evaluation Last accessed: May 2019
[26] Although our quantitative target relates to entrants residing outside of Greater London, POLAR4 Q1-2 entrants who reside within Greater London will be included as target group students in the strategic measures we implement to help achieve these targets
[27] Although our quantitative target relates to entrants residing outside of Greater London, POLAR4 Q1-2 entrants who reside within Greater London will be included as target group students in the strategic measures we implement to help achieve these targets

Graph 9: Access Target 1a

Target gap between POLAR 4 Q1+2 and Q5 entrants (excl. GL)

A line chart with y-axis from 0% to 7% and x-axis years 2020-21 to 2024-25, showing a declining trend from 6% to 0%.

Graph 10: Access

Target gap between POLAR 4 Q1+2 and Q5 entrants (all regions)

A line chart with y-axis from 21% to 25% and x-axis years 2020-21 to 2024-25, showing a declining trend from 25% to about 21.5%.
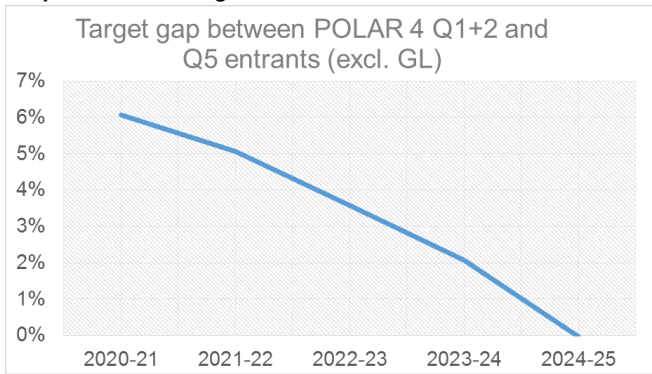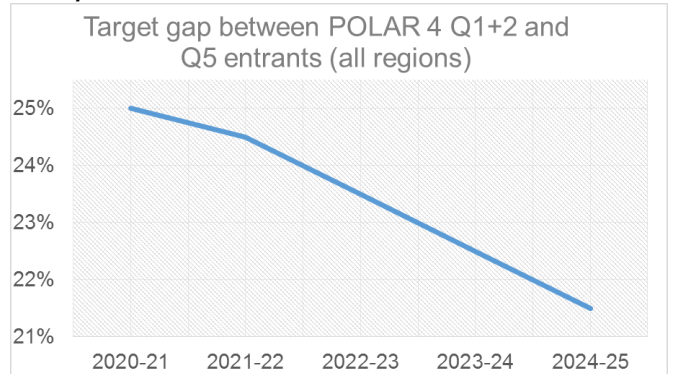
Aim 2: To diversify the undergraduate student body of St George's, University of London, with specific actions in place to improve access rates for students from disadvantaged groups by 2029-30, underpinned by robust data monitoring and analysis of entrants. *Objective:*

- ☐ To increase the proportion of young, full-time, undergraduate entrants from the most deprived areas (as measured by the English Indices of Multiple Deprivation), using a measure that is relevant for our context to assess equality of opportunity in terms of access.

Graph 11: Access Target 2
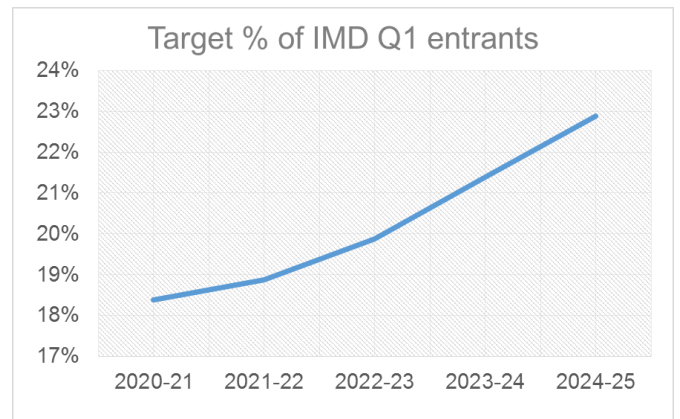
Access Target 3

To increase the proportion of IMD Q1 entrants among young, full-time, undergraduate entrants by 5% by 202425.

Target % of IMD Q1 entrants

A line chart with y-axis from 17% to 24% and x-axis years 2020-21 to 2024-25, showing an increasing trend from about 18.4% to 22.9%.

Aim 3: To better understand any potential differences in the rates of access to St George's, University of London for particular groups of students, when considering intersections of characteristics.
Objective:

- • To identify potential gaps in access for particular groups of students through examining the intersections of ethnicity and socio-economic background.

2.2.3. Student success *Attainment*

- ethnicity

Aim 1: To ensure that ethnicity is no longer a predictor of success on our degrees by 2031.
Objectives:

- • To reduce gaps in attainment between students from different ethnic groups, more than halving the gaps we have for Black students compared to White students and for BAME students combined compared to White students, with the ultimate aim of eradicating the gaps within the life of our next Plan.

- • To make steady progress towards each of these objectives by 2024-25, incorporating both immediate cultural adjustments which will help us make progress in the early years of this Plan, and more systemic changes, reviewing curricular and teaching and learning practices to support a continuous rate of progress throughout the later years of this Plan.

Attainment Target 1a

To reduce the gap in degree attainment between Black students and White students studying for Honours degrees to 6% by 2024-25.

Attainment Target 1b

To reduce the gap in degree attainment between BAME students and White students studying for Honours degrees to 4% by 2024-25. *Graph 12: Attainment Target 1a Graph 13: Attainment Target 1b*

Gap between % of Black & White students recieving 1st or 2:1 on honours degrees

Gap between % of BAME & White students recieving 1st or 2:1 on honours degrees
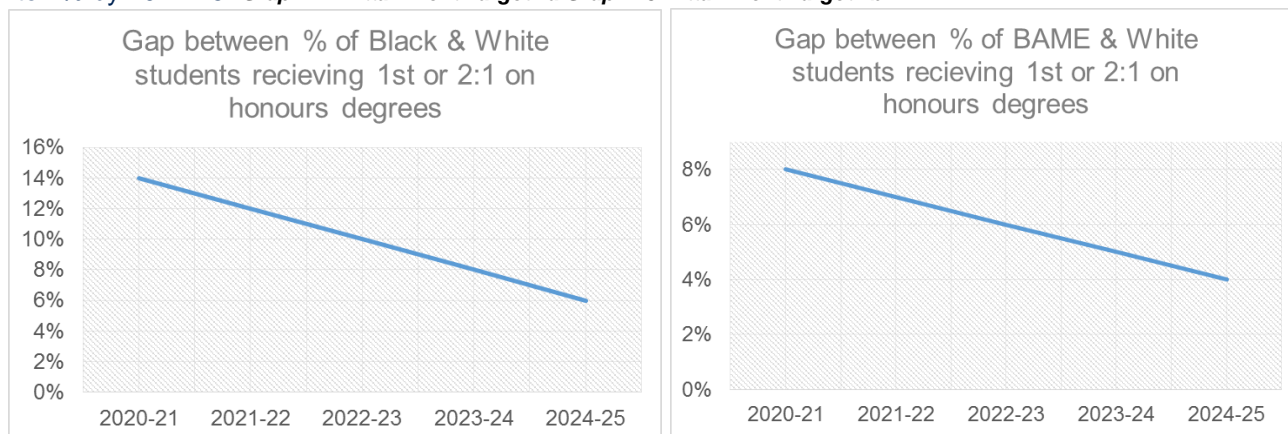
Attainment Target 1c (added December 2021)
To reduce the gap between the proportion of BAME and White students represented in the top 5 decile rankings on our undergraduate medicine degree, from 17.4% in 2019-20 to 10% by 2024-25.

Attainment – socio-economic status
Aim 2: To ensure that socio-economic status is no longer a predictor of success on our degrees by 2031.
Objectives:
- To significantly reduce the gap in attainment between our students from IMD Q1+2 compared with students from IMD Q3-5 by 2024-25.

- To make steady progress towards this target for each year of this Plan incorporating immediate cultural changes in the early years of the Plan and more systemic changes later on.

Attainment Target 2
To reduce the gap in degree attainment between students from IMD Q1-2 and students from IMD Q3-5 studying for Honours degrees to 3% by 2024-25.

Gap between % of IMD Q1-2 & IMD Q3-5 students recieving 1st or 2:1 on honours degrees
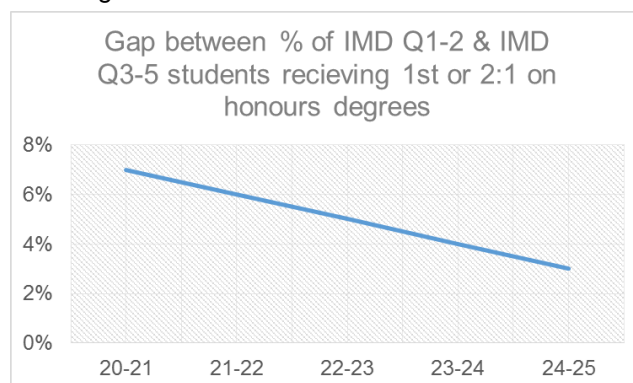
2.2.4. Progression
We have reflected on our assessment of performance, which shows very strong performance for underrepresented groups in relation to progression from higher education. We seek to maintain this strong performance, and through relevant committees will ensure ongoing monitoring of relevant data. Our Associate Dean for Student Outcomes is responsible for oversight of this phase and will seek to build on good practice and continue to refine and develop our provision to ensure we continue to maintain successful outcomes over the next five years.

Aim 3: To maintain our strong performance outcomes in progression across our whole population.

3. Strategic measures
3.1 Whole provider strategic approach
We are embracing a strategic approach which embeds access and participation issues fully across all parts of our institution, in line with OfS guidance on a whole institution approach[28].

Overall responsibility for the Access and Participation Plan and the provisions within it is shared between the Head of Widening Participation (professional services staff) and the Associate Dean for Access and Participation (academic staff). Furthermore, for each phase of the lifecycle, we have identified lead staff members spanning professional and academic services (for example, for admissions our Associate Dean for Admissions works in collaboration with our Academic Registrar and for progression, our Associate Dean for Student Outcomes works closely with our Director of Quality and Partnerships). These staff work in partnership to ensure continual progress against all internal key performance indicators, reporting regularly to our Access and Participation Steering Group to ensure a coordinated approach across the whole student lifecycle. We currently have in place a wide range of

[28] Thomas (2018) Access to Success and Social Mobility Involves Everyone! A Whole Institution Approach to Widening Participation

interventions across the whole student lifecycle and our approach to access and participation is continually delivered through a framework which aligns with the university's four core values – commitment, openness, respect and engagement - and which is embedded within our whole institutional education strategy, overseen by our Deputy Principal (Education). Our education strategy sets out a goal to develop students who will make a difference in the world, and one of our core aims is to transform the lives of those engaged in our education and prepare graduates well for their future careers.

To reflect and learn from our successes to date and identify areas for development and to ensure excellent practice is maintained as we work towards our goal of developing students who will make a difference in the world, we commissioned an external review of access and participation in early 2019. As a result, we have identified the need to more clearly define our approach to access and participation in the earlier parts of the lifecycle – outreach, access and admissions – and our initial theory of change for improving our access record is currently in development (see Diagram 1). Developing this further will be a key priority for us over the course of this Plan; many of the strategic measures included in sections 3.2.1 and 3.2.3 directly reflect our responses to the review recommendations.

Diagram 1: Theory of Change for Improving Access

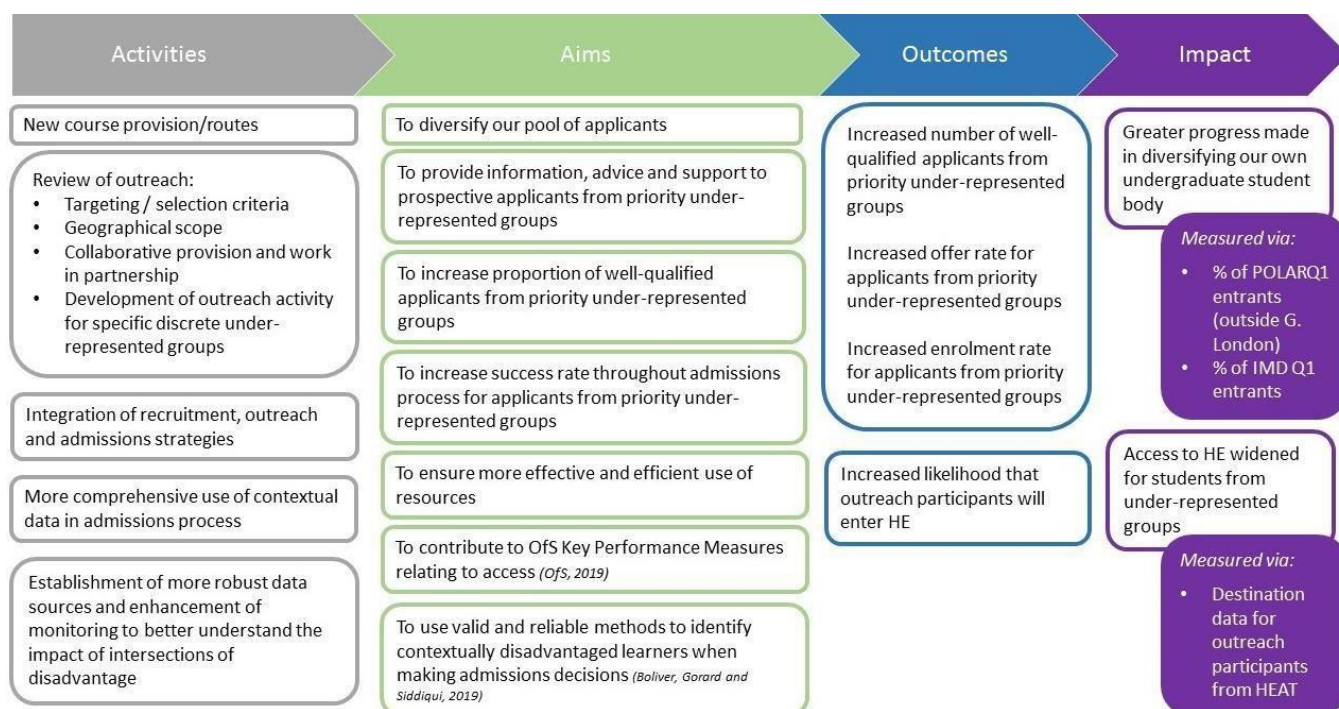| Activities	Aims	Outcomes	Impact
New course provision/routes	To diversify our pool of applicants	Increased number of well-qualified applicants from priority under-represented groups	Greater progress made in diversifying our own undergraduate student body
Review of outreach: • Targeting / selection criteria • Geographical scope • Collaborative provision and work in partnership • Development of outreach activity for specific discrete under-represented groups	To provide information, advice and support to prospective applicants from priority under-represented groups	Increased offer rate for applicants from priority under-represented groups	*Measured via:* • % of POLARQ1 entrants (outside G. London) • % of IMD Q1 entrants
	To increase proportion of well-qualified applicants from priority under-represented groups	Increased enrolment rate for applicants from priority under-represented groups	
Integration of recruitment, outreach and admissions strategies	To increase success rate throughout admissions process for applicants from priority under-represented groups		Access to HE widened for students from under-represented groups
More comprehensive use of contextual data in admissions process	To ensure more effective and efficient use of resources	Increased likelihood that outreach participants will enter HE	*Measured via:*
Establishment of more robust data sources and enhancement of monitoring to better understand the impact of intersections of disadvantage	To contribute to OfS Key Performance Measures relating to access *(Ofs, 2019)*		• Destination data for outreach participants from HEAT
	To use valid and reliable methods to identify contextually disadvantaged learners when making admissions decisions *(Boliver, Gorard and Siddiqui, 2019)*		

For student success and progression, we already have a well-developed model to support the achievement of our goals for these areas of the lifecycle (see Diagram 2). Our overarching approach is to ensure fully inclusive teaching and learning which removes barriers to success for all students. It is based on research evidence that initiatives should be universal and discipline-based, and target 'academic socialisation'[30]. Thus, we do not target specific groups of students who are perceived to embody some form of 'deficit', but accept that where we have gaps in attainment between different groups of students the deficit lies within the social structures which govern higher education, including our own organisational culture and curriculum.

Responsibility for success and progression sits with course teams, supplemented by centralised monitoring of data to ensure positive outcomes for all our students (including those from under-represented groups). This is supported by the Student Development team within the Centre for Innovation and Development in Education (CIDE), an academic unit with expertise in educational enhancement. Student Development supports student success through curriculum development and the development of academic staff, as well as providing student-facing learning development through in-course teaching, self-access study resources and through self-referral one-to-ones with students on all courses. For progression, Student Development similarly supports an embedded approach of careers tutors within course teaching teams, supplemented by professional services careers staff from Careers

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[30] Lea, M. & Street, B. (1997a) Models of student writing in higher education, paper presented to Higher Education Funding Council for England, Social Anthropology Teaching and Learning Network workshop, 'New forms of student writing', June 1997, University of Sussex;
Hill, P. and Tinker, A. (2013) Integrating Learning Development into the Student Experience, Journal of Learning Development in Higher Education Issue 5: March 2013;
Wingate, U. (2006) Doing away with 'study skills', Teaching in Higher Education, Vol. 11, No. 4, October 2006, pp. 457-469.

Group London. Additional co-curricular personalised learning is available to disabled students through our specialist disability advisors. In addition, students studying on courses within the Faculty of Health, Social Care and Education, a joint venture with Kingston University, can access support from a Student Achievement Officer to support continuation. The institution acknowledges the importance of this two-part approach, which embeds learning development within the curriculum while also providing all students with access to additional personalised learning alongside the curriculum, and will continue to invest in expanding its Student Development team, both in line with growing student numbers and our institutional commitment to ensuring positive outcomes for all.

Local and national collaboration is also a key feature of our success activity. The Student Development team work closely with the Association of Learning Developers in Higher Education (ALDinHE), a community of practice dedicated to supporting student development as well as certifying practitioners. In 2017-18 we hosted a regional symposium on behalf of ALDinHE exploring the theme of embedding learning development within the curriculum, which attracted 35 colleagues from 20 different institutions. Furthermore, our Senior Lecturer in Diversity and Medical Education is Chair of DIMAH, a national organisation focusing on Diversity in Medicine and Health, which recently organised a conference at the University of Liverpool on collaboration for change in diversity education, at which one of our students was keynote speaker.

Diagram 2: Success and Progression Model

- Programme teams identify areas for enhancement through institutional data (NSS, HEA, DLHE) and Student-Staff Liaison groups.
- Course-owned action plans are linked to Annual Programme Monitoring Reports and reviewed by institutional monitoring committees.
- Programme-level interventions may be supported by Student Development or other collaborative partners as appropriate.
- Interventions are evaluated and reflected upon in subsequent APMRs.

1. Programme teams

- The Data Improvement Group examines institutional data and triggers curricular interventions.
- The Student Experience Action Group examines institutional data and triggers non-curricular interventions (e.g. issues in NSS).
- Monitoring committees scrutinise APMRs and action plans.
- Associate Dean for Access and Participation and Associate Dean for Student Outcomes represent respective agendas on institutional meetings and report to the Education and Students Strategy Committee.
- Careers Committee and Access and Particiation Steering Group provide oversight of activity related to their areas.

2. Cross-institutional processes

- Students are engaged as matter of course: consultative capacity in quadrants 1 & 2, and through co-development in 1 & 3.
- Sharing of best practice occurs through our partnerships with Kingston University (regarding success and continuation) and Careers Group London.
- Partners for specific initiatives include the Medical Schools Council and DIMAH (UK Diversity and Medicine and Health).

4. Collaborative partners

3. Student Development

- Student Development academics provide evidence-informed advice to programme teams through embedded approach, focusing on curriculum and staff development, and advise on or lead institution-wide initiatives as appropriate.
- Students access co-curricular personalised learning through one-to-ones and online materials (across careers, success, disability and more).

3.2 Strategic measures

3.2.1 Overarching measures

Reviewing the alignment of access and participation across the institution with key institutional strategy and agendas, with a focus on further embedding practice (contributing to all aims, objectives and targets)

Our recently commissioned review of access and participation from a sector-leading consultancy recommended a number of longer-term, strategic changes that could be considered to better align access and participation with other functional areas. Our executive is currently considering how these recommendations will be taken forward during 2019-20 to ensure a more coordinated and joined-up approach to activity across the university. In addition, an identified need for the future is capacity building activity for staff and students across the university, especially those who are not access and participation specialists. Plans being developed currently include a new module on our Virtual Learning Environment to develop staff understanding of differential attainment, as well as a series of wider stakeholder engagement events and initiatives to help those supporting access and participation priorities to identify, share and develop areas of excellent practice.

Improving systems for data collection and analysis (contributing to all aims, objectives and targets)

We wish to take a data-driven approach to all access and participation activity, establishing an evidence base for our activities that support students across the whole lifecycle (including pre-application), and including a comprehensive analysis of outcomes for student performance for underrepresented groups versus other groups. We acknowledge that there are limitations in some of the systems we use to collect, report on and analyse student data. We are already in a much stronger position than previous years in relation to the analysis of application data and are committed to further investing in data capabilities over time, to enable us to ensure robust data collection, analysis, monitoring and reporting across the institution. We will continue to learn from and share our own good practice within the sector and where possible, improve the collection, accuracy and evaluation of data relating to

under-represented groups over the next five years to continually improve our monitoring and ability to use evidence to refine our approaches.

Changing our access and participation strategic investment priorities (contributing to all aims, objectives and targets, especially those relating to access)

Our planned investment in financial support over the next five years follows OfS guidance, based on our performance which has demonstrated some gaps in performance for student attainment. Research suggests that financial support can support students to successfully complete their studies, for example it might enable them to reduce part-time working hours or work more flexibly to ensure study commitments are maintained[29]. Provision of financial support also has positive impacts on engagement with studies and the student experience[30]; this was reflected in the qualitative response to our survey evaluating the impact of financial support and is an area we want to continue to prioritise. However, there is a growing consensus in research[31][32] that the availability of financial support may not be effective as a tool for improving access to, or influencing choice of, higher education. This reflects the results of our recent evaluations of financial support (see Evaluation section).

Thus, in line with OfS guidance requiring providers to evaluate and assess the effectiveness of the investments made across the student lifecycle, a Financial Support Working Group, led by the Academic Registrar and Head of Widening Participation and including student representation, has conducted a review of our current scheme and strategic approach to financial support investment. We absolutely recognise the importance of providing financial support for individual students, especially those from the lowest-income households, and are committed to ensuring any changes do not negatively impact on student success and progression measures more generally. We have also reviewed our predicted hardship funds, increasing the overall amount allocated each year over the course of the plan to ensure funds are readily available to those with the greatest need, whilst modelling adjustments to our bursary bands that will enable us to continue to offer students from the lowest income households a substantial bursary whilst reducing our overall access and participation expenditure on financial support over the course of this plan. This will enable us to divert funds to further invest in the strategic measures detailed below, contributing towards areas where our performance is weaker, in order to drive rapid improvement where it is most needed and where it can have the greatest positive impact for students from under-represented groups. We are also proactively working with our development and fundraising team, seeking to identify opportunities for philanthropic funding to support our access and participation priorities in future, in particular, to support scholarships for students from under-represented groups and to support student wellbeing initiatives. Overall, we are predicting expenditure on financial support as follows over the course of this Plan:

Table 8: Financial support investment forecast (£)		Academic year				
		2020-21	2021-22	2022-23	2023-24	2024-25
Bursaries (including accommodation discounts and other institutional services)	Students with household residual incomes up to £25,000	£955,100.00	£951,150.00	£967,650.00	£976,150.00	£976,150.00
	Students from other underrepresented groups	£103,500.00	£85,550.00	£53,850.00	£42,350.00	£42,350.00
	Bursaries and scholarships for all students	£1,058,600.00	£1,036,700.00	£1,021,500.00	£1,018,500.00	£1,018,500.00
Hardship funds	Hardship funds for all students	£87,000.00	£91,000.00	£96,000.00	£100,000.00	£100,000.00

Our income-assessed bursaries are awarded *Table 9: Bursaries from 2020-21 onwards* to students who are ordinarily resident in England, based on their household income as stated on their Student Finance England application. All students who are eligible and agree that Student Finance England can share their financial information with us[33] receive this bursary

Household income band	Bursary amount in first year of study	Bursary amount in subsequent year of study
£0 - £16,000	£1700	£1000
£16,001 - £25,000	£1,250	£500
£25,001 - £30,000	£750	£500

automatically, with no cap on the maximum or minimum number who receive it. Students who meet the criteria and continue to remain eligible for income assessed support from SFE will continue to receive this bursary for the duration of their main programme of study automatically, with no cap on the maximum or minimum number who receive it. Students who have been looked after by a Local Authority before coming to University, subject to

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[29] Crockford, J., Hordósy, R. and Simms, K. S. (2015) '*I really needed a job, like, for money and stuff': Student finance, part-time work and the student experience at a northern red-brick university.* Widening Participation and Lifelong Learning, 17 (3), 89–109.

[30] Clark, T.W. and Hordósy, R. (2018). *Beyond the Compulsory: a Critical Exploration of the Experiences of Extracurricular Activities and Employability in a Northern Red Brick University.* Research in Post-Compulsory Education, 3.

[31] Callender, C., Wilkinson, D. and Hopkin, R., (2009). *The impact of institutional financial support in England: higher education students' awareness, knowledge and take-up of bursaries and scholarships.* Bristol: Office for Fair Access

[32] Harrison, N. and Hatt S., (2012). *Expensive and failing? The role of student bursaries in widening participation and fair access in England* Studies in Higher Education, 37(6), 695-721.

[33] If students choose not to take out student loans for ethical and religious reasons, they will still be considered for one of our bursary awards as long as they meet the remaining criteria.

meeting the usual eligibility criteria, are eligible to receive the maximum award for their year of study regardless of their household income.

The following groups of students are ineligible for receipt of this bursary: NHS funded students; students whose fees are paid or part paid through a sponsorship arrangement; students transferring into one of our undergraduate degree programmes after completion of another programme; students undertaking a postgraduate qualification; and first-year graduate entry medical programme students.

Students who entered St George's, University of London prior to 2020-21 will continue to receive the bursary package outlined in the relevant Access Agreement or Access and Participation Plan, subject to remaining eligible under the package conditions of those documents. Medicine students on an intercalated programme at St George's, University of London who are under the new fee system will receive the same level of bursary support as other St George's students as under the Access Agreement or Access and Participation Plan at the time of their initial entry.

3.2.2 Raising attainment pre-application
Developing the Science Stars pilot programme (contributing to Raising Attainment Target 1)
For the last two years, we has committed a significant amount of resource to the development and piloting of a new outreach programme, Science Stars. There is substantial evidence that students from disadvantaged backgrounds[34] are less likely to achieve good GCSE results compared to their more advantaged peers. Equally, it is understood that attainment, particularly at Key Stage 4, is one of the substantial barriers to learners accessing university[35]. Thus, GSCE results remain a strong predictor of university progression with data showing that, on average, a disadvantaged pupil falls two months behind their peers for each year of their time at secondary school[36]. Science Stars is a sustained tutoring intervention designed to support Year 11 students from target groups to improve their educational outcomes in GCSE Science examinations. It takes place over a period of twenty weeks, following a bespoke curriculum model. We feel this project represents a unique example of innovative provision designed to raise attainment of school students through its unique collaborative approach to small-group, intensive and personalised tutoring. We are particularly excited that we are benefiting from the subject expertise of our own undergraduate students, who are leading the delivery of this intervention, coupled with teaching expertise from one of our alumni, a former teacher who is now a university lecturer in education at another HE provider. We are committed to resourcing this important area of activity, which is grounded on a robust, evidence-based Theory of Change (see Diagram 3), which is underpinned by evidence of the efficacy of small group tutoring in general within education literature[37][38].

Diagram 3: Theory of Change for Science Stars
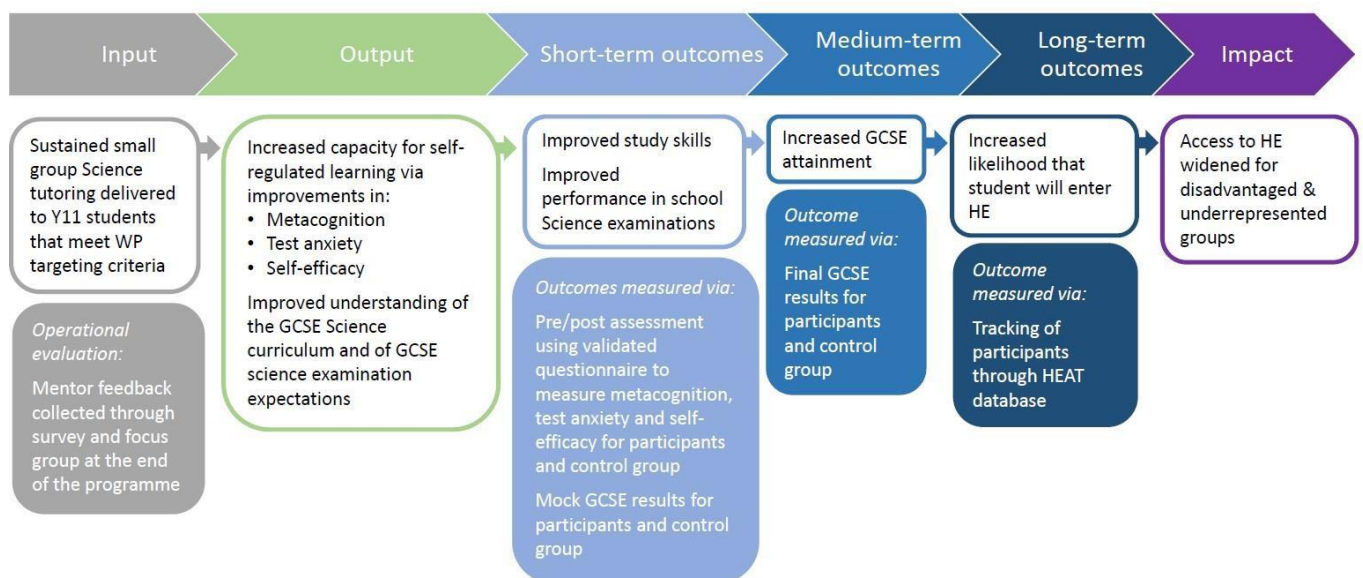
Launching a new school governor scheme (contributing to Raising attainment pre-application aims and objectives)
As part of our wider civic mission and desire to contribute to the improvement of education provision at all stages within our local community, we will be committing during 2019-20 to proactively supporting members of our

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[34] Metric to be used: students in receipt of Pupil Premium Funding/Free Schools Meals
[35] OfS, 2019. See: Topic briefing: Raising attainment in schools and colleges to widen participation Last accessed: May 2019
[36] Andrews, J., Robinson D., and Hutchinson, J., (2017). *Closing the Gap? Trends in Educational Attainment and Disadvantage* Education Policy Institute
[37] EEF. See: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/#effectiveness Last accessed: May
[38]

university community to volunteer as governors in state schools and colleges. Staff serving as governors are already entitled to reasonable time off to undertake their duties and we are exploring partnerships with third sector organisations that are able to provide support to individuals interested in becoming a governor. In the medium to longer term, we wish to develop an informal staff network offering advice and support to governors, enabling them to share good practice and benefit from workshops and training events. Acknowledging the importance of effective governance and the specific role of the governing body in holding senior leadership teams to account for the outcomes of all pupils, and especially those in receipt of Pupil Premium funding, we will ensure our programme of training and support helps staff serving as governors to better understand issues relating to social mobility and access and participation across all stages of the education system[39].

3.2.3. Access

Strengthening our approach to addressing gaps in access (contributing to Access Targets 1&2 and priorities for future work)

We have a long tradition of extensive outreach activity designed to raise aspiration, but in line with the new OfS guidance we are now committed to realigning this more closely with access to our own institution and to medicine and healthcare courses more broadly for students from targeted, under-represented groups. We will undertake a review of long-term outreach, recruitment and admissions strategies in order to better align with our proposed target groups for improving access over the next five years. The first phase of this review will involve research and using the recommendations from our recent external review of access and participation to identify clear aims over a longer-term horizon, for pre-application and admissions activities. We have already made some changes to resourcing, such as a change to our outreach team staffing structure, and have already begun to refocus some of our most intensive outreach activity towards post-16 students who may have the potential to progress to our institution. We also undertook a review of our GCSE entry requirements across all courses, making changes which are being implemented for the first time for students entering HE in 2019, and will be reviewing this over time. Other plans for 2019-20 include further development of activity and interventions during the application and conversion period to improve progression of students from target groups. For example, we are planning to review our preapplication/enrolment pipeline and will begin mapping our applicant journey for each course, to enable us to identify additional information, advice and support that can be offered to students from our target groups at every stage of the application process from 2020-21 onwards. This is particularly relevant given that the vast majority of our courses require additional selection elements such as work experience, admissions tests, and/or interviews.

Expanding the reach of our outreach activity (contributing to Access Targets 1&2 and priorities for future work) We acknowledge the challenges to access and participation posed by the nature of our historically localised recruitment market in Greater London and are committed to exploring options over the next five years to increase the reach of our outreach and schools liaison work with students who reside outside of our immediate catchment area. Over the course of the next five years, this may also include the development of collaborative work with other institutions offering similar courses to ourselves or with whom we are already partnered. We will consider how targeted groups identified in the assessment of performance as particularly under-represented might be prioritised for participation in some of our outreach activity, particularly given that we are expanding the reach of our outreach to areas outside of our immediate vicinity, where a higher proportion of the population are White. Our specific target to increase the number of POLAR4 Q1 students that we recruit from outside of London may also impact the number of White students from POLAR4 Q1 neighbourhoods more dramatically than BAME students from POLAR4 Q1 neighbourhoods.

Developing innovative and flexible course provision, including establishing a foundation year programme across our healthcare and science courses (contributing to Access aims, objectives and targets)

Over the course of this Plan, we are committed to undertaking exploratory work investigating new pathways to study at our institution. This will include a cross-institutional foundation programme in healthcare science which will facilitate entry across a wide range of courses in our portfolio. We also wish to explore possibilities for innovative provision within our specific context, to help facilitate and enable successful applications from those with nontraditional entry profiles. This exploration will take place over the next two-to-three years, taking into account the national picture from 2020 onwards in light of the introduction of T Levels, and following the outcomes of the Department for Education's consultation into post-16 qualifications at level 3 and below in England [40], and the Government's response to the Augar review of post-18 qualifications and funding[41].

Developing a more comprehensive approach to contextualised admissions (contributing to Access Targets 1&2)

Making use of contextual admissions has become established as a robust way for providers to identify and secure the entry of students with potential from underrepresented groups, respecting diverse educational backgrounds. We have been running an 'Adjusted Criteria' scheme for some of our courses for over ten years; each year, a small number of students are admitted through this scheme with an adjusted grade offer. However, we are aware of its limitations in only using measures of school performance for English schools and colleges. We aim to build on this

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[39] National Governance Association. See: https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Pupil-premium-and-disadvantage/Pupil-Premium.aspx Last accessed: May 2019

[40] DoE, 2017. See; https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-and-below-in-england Last accessed: May 2019

[41] DoE, 2018. See: https://www.gov.uk/government/news/prime-minister-launches-major-review-of-post-18-education Last accessed: May 2019

scheme and embark on a long-term project to develop, implement, monitor and evaluate a more comprehensive approach to contextualised admissions for all courses, where appropriate. Following an initial scoping/feasibility study, in 2019-20 we will aim to begin a long-term project to propose and pilot new approaches to the use of contextual data in our admissions process. We will ensure that the measures used in this process (likely to be a basket of measures) can also be taken into account when considering other aspects of access and participation, such as selection criteria for our outreach programmes.

Improving access and support for students from discrete under-represented groups (contributing to all Access aims, objectives and targets)

In the longer term, we will commit to considering a range of measures to improve access to St George's, University of London, and to higher education in general, for students from discrete under-represented groups, such as careexperienced students, young carers, estranged students and refugees/asylum seekers. We will seek to build on the comprehensive support already offered to care-experienced and estranged students who enrol at our institution,

such as a named staff point of contact, a year-round accommodation guarantee and enhanced financial support packages. We will look to extend our provision to enhance the support available at pre-application and admissions stages as well, using the recently-launched Care Leaver Covenant[42] and the Department for Education's 'Principles to guide HE providers on improving access and participation for care leavers'[43] . We will seek to work in partnership and draw on the expertise of charities and specialist organisations, such as Become, Stand Alone and the Carers Trust, to offer tailored information and advice to specific groups. Our initial priority for 2019-20 will be to sign the Stand Alone pledge, demonstrating our cross-institutional commitment to supporting estranged students to apply and succeed with us. In relation to responding to some of the trends observed when we explored the intersections of characteristics, it must be noted that the data available are not reliable or decisive enough to draw any firm conclusions or to guide recruitment and admissions policy in isolation at present. However, over the course of this Plan, we will build on the assessment of our performance and seek to establish more robust data sources to enable us to examine more fully key intersections, particularly in relation to ethnicity and socio-economic status and/or participation in higher education.

Initiating a new approach to collaborative outreach (contributing to Access aims, objectives and targets) We are actively involved in a wide range of collaborative activity to support outreach and access, and wish to continue involvement where it aligns with our strategic aims and achieve outcomes that would not otherwise be possible given the small, specialist nature of our institution. For example, we are active collaborators with colleagues in other London HEIs, through groups such as the University of London Strategic Leaders of Widening Participation Group and a new task group recently convened by London Medicine (part of London Higher) looking at collaborative research into access and participation across all five medical schools in London. We continually share expertise and good practice with colleagues at Kingston University, especially in relation to our joint venture, the shared Faculty of Health, Social Care and Education. This happens at both a strategic level, sharing information through faculty governance structures and ensuring our strategic offering across the lifecycle avoids duplication of activity and ensures the best use of resources, and also amongst practitioners, who work together closely to share resources and good practice based on their specific areas of expertise. We have begun to thoroughly review all our current outreach partnerships, assessing all current collaborations against a range of criteria and identifying possible new partners, as we are interested to explore opportunities where we can add value to broader initiatives through our unique, in-depth expertise in supporting applicants to medicine and healthcare courses. Initial reviews have led to us deciding to discontinue our involvement in some partnerships where strategic priorities no longer align[44]. In addition, we have identified a number of new partners (including other university partners, charities and groups of schools/colleges). For example, we have recently become a partner university of The Brilliant Club to offer a unique university visit experience to participants on the Scholars Programme, and we are working with a multi-academy trust to deliver their Year 12 healthcare pathways enrichment programme. In 2019-20, we will continue discussions with a national social mobility charity in relation to collaborating on the delivery of our award-winning Year 12 Healthcare Shadowing Scheme, run in partnership with St George's University Hospitals NHS Foundation Trust[45].

3.2.4. Student Success
While continuing to support the outcomes of all learners, including our positive performance for mature and disabled students, we will specifically aim to eradicate gaps in attainment between students from different ethnic and socioeconomic groups.

Developing metrics to measure attainment for non-Honours courses (contributing to Attainment priorities for future work)
Between submission of our original 2020-21 to 2024-25 access and participation plan in May 2019 and our application to vary this plan in Autumn 20201 we have undertaken work to identify an additional metric to allow us to assess and address attainment gaps for the relatively large numbers of students studying on our non-Honours courses, namely our undergraduate Medicine programme. The nature of this programme (pass v fail) means that the vast majority of students do pass their degree and thus we have identified a more nuanced metric to better understand the attainment of different groups of students studying these courses. This metric has been used to propose a new quantitative target under the success section of our targets and investment plan.

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[42] DoE, 2018. See: https://www.gov.uk/government/collections/care-leaver-covenant--2 Last accessed: May 2019

[43] DoE, 2019. See: Principles to guide higher education providers on improving care leavers access and participation in HE Last accessed: May 2019

[44] We have decided not to renew our membership of AimHigher London from 2019-20 onwards. Therefore, we are unable to continue our participation in activities run by them as part of the National Collaborative Outreach Programme (NCOP). However, we are in discussion with the London NCOP management group to establish other opportunities that might be available to us to contribute to NCOP going forwards e.g. through the Outreach Hubs. We are very willing to consider engaging with NCOP, as the London NCOP Management Group allows, once plans for this provision are more fully developed.

[45] https://www.stgeorges.nhs.uk/newsitem/widening-participation-work-shadowing-scheme-wins-national-award/ Last accessed: May 2019

Delivering our inclusive curriculum project (contributing to Attainment Targets 1, 2&3 and priorities for further work) In recent years we have conducted extensive internal research into the experience and outcomes of students from different ethnic groups, including being the first medical school to conduct research collaboratively with students towards understanding the causes of differential attainment[46]. In 2018-19 we launched our inclusive curriculum project, aimed at removing barriers to success for any and all students. This project takes a broad definition of curriculum to encompass all aspects of a student's experience of university, and identifies four key themes for educational enhancement: inclusive teaching and learning; assessment and feedback; culture and belonging; and professional development. The project aims to coordinate development in these areas in order to support success for all students, with an initial focus on the following priorities:

- Facilitating programme enhancement and accountability, for example through regular monitoring of module data split by targeted under-represented groups where possible;
- Providing tailored staff development to individuals and course teams on best practice in inclusivity and effective interventions for reducing differential outcomes, for example introducing academic development sessions relating to teaching and assessing students with cognitive or learning disabilities:
- Ensuring inclusivity is embedded within quality assurance processes, as a requirement within curriculum validation, review, and annual programme monitoring reports, for example requiring new courses to complete inclusivity audits as part of programme approval;
- Supporting programme-level initiatives to ensure positive representations of under-represented groups across curriculum content, for example within the medical curriculum pioneering the teaching of clinical signs (e.g. anaemia, jaundice, bruising) on black and brown skin instead of assuming white skin by default.

In order to take this project forward we are also looking to appoint to a new academic post within the Student Development team working across the curriculum to remove barriers to learning and further develop our inclusive learning development offer.

3.3 Alignment with other strategies

3.3.1 General

The Access and Participation Steering Group (APSG) is accountable for ensuring that access and participation priorities are fully embedded within all relevant aspects of university business, as outlined in our university strategic plan for 2017-22. This document also incorporates other key areas, including diversity and inclusion and learning and teaching, and therefore facilitates coordination and alignment between priorities.

3.3.2. Equality, Diversity and Inclusion strategies

The university takes due regard of its obligations under the Equality Act (2010) at all times. Valuing and celebrating diversity is a strategic priority for the university, and is reflected through one of our core values – respect. Our Diversity and Inclusion Steering Group and Working Group aim to ensure that equality, diversity and inclusion for students and staff is embedded within our culture, structures and practice at all levels. At a strategic level, a newlydeveloped Council strategic Key Performance Indicator (KPI), which relates to access and participation and our targets in this Plan, demonstrates clear links between our access and participation priorities and Public Sector Equality Duties. At an operational level there is close alignment between our access and participation priorities and our diversity and inclusion strategies, some examples of this would include:

- equality, diversity and inclusion training is offered to staff and students where relevant, for example through our EduFocus workshops for teaching staff, for all student ambassadors working on outreach activities and for all individuals who act as assessors for our admissions multiple-mini interviews;
- If students choose not to take out student loans for ethical and religious reasons, they will still be considered for one of our bursary awards as long as they meet the remaining criteria, ensuring our financial support package is inclusive and takes into account financial practices associated with faith and belief;
- Our disability staff network helps identify gaps and aligns action plans for better support for disabled students;
- BAME students have been fully involved in the extensive research and consultation carried out to identify and understand our attainment gaps.

3.3.3 Student wellbeing strategies

All students are able to readily access any support they need to be successful in their studies via a number of mechanisms available routinely for all and including services for those in specific temporary or chronic need e.g. finance, disability, counselling. Through our joint faculty agreement with Kingston University, every student in the

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[46] Claridge *et al* (2018). *The ethnicity attainment gap among medical and biomedical science students: a qualitative study.* BMC Medical Education 18:325

Faculty of Health, Social Care and Education has access to the support services available at any campus of either institution, ensuring students are not disadvantaged by distance or geographical location of their programme. A full external review of support services was completed in 2017-18. It concluded that appropriate services are being provided and highlighted particular strengths including: prompt access to the counselling service (with little or no waiting time); the "family" community at the university; and the immediate access to emergency and hospital services available to students. A number of improvements are now being implemented, including: an improved framework for overall support by reconfiguring the structure and management of services and developing new policies; implementing an online mental health resource hub, Big White Wall; delivering training for staff in Mental Health First Aid, Suicide Prevention and Sexual Assault; and introducing a revamped chaplaincy service. In the longer term, we are aiming to refocus the Counselling Service as a wider psychological wellbeing service with further reach into the university, such as running workshops for staff and students and working with course staff to better embed wellbeing into our curriculum.

Students with additional support needs are supported by the Personal Tutor leads, the Assistant Registrar for Student Services and/or the Dean for Students, who jointly maintain oversight of the wellbeing and progress of students who are perceived to be at greater risk for social, psychological or physical reasons. This group has recently instigated a weekly meeting which has proved very beneficial in supporting these students. Students who are struggling to progress or engage with their course are referred to the Student Progress Monitoring Committee which meets termly, with input from the course leads, occupational health team, a psychiatrist, a lay representative and students and staff from other universities. This committee ensures that students who are struggling to progress are receiving adequate levels of support for health and social needs, and also deals with disciplinary matters. Support for students is also available from the Students' Union, which has recently created a new Education & Welfare Support Officer post, to ensure continuity of this service as Students' Union sabbatical officers change.

3.3.4. Careers and employability strategies

Our careers and employability education (CEE) approach at St George's, University of London uses the Student Development model of embedded provision with associated co-curricular, personalised learning via face to face meetings and online materials. All CEE is mapped to the career readiness stages of Explore/Plan/Apply. Career readiness is conceptualised as iterative, rather than linear, therefore CEE covers all stages in all years. The Associate Dean for Student Outcomes, who leads the progression phase of access and participation activity, is able to ensure coordination between these areas through leadership of the institution's Careers Committee, which comprises careers committee liaison tutors representing each undergraduate programme. Careers consultants from Careers Group London are currently undertaking an audit of careers and employability work and in 2019-20 the results of this review will be considered, which will enable us to further embed support for students from underrepresented groups in this area in the future if necessary. We will also proactively consider how to take forward relevant recommendations from the Association of Graduate Careers Advisory Services' Social Mobility Working Party when it publishes its report on good practice in the sector later in 2019.

3.4 Student consultation

For many years, students have been involved at a strategic level in influencing plans for access and participation through consultation and representation on decision making bodies. Formal student representation in the governance of access and participation is facilitated through the contribution of elected student representatives on many key committees, including our Access and Participation Steering Group, Careers Committee and Education and Students' Strategy Committee, as well as our Executive Board and Council.

Our student body has also been very active in contributing to our outreach activities; we currently have a team of over 250 student ambassadors, representing students from all year groups, all courses and a wide range of backgrounds. They are actively engaged in developing resources and workshop sessions, as well as delivering activities to students from Years 5-12. Students are also being supported in-kind and through grants to run their own outreach programmes, such as the award-winning 'Leanne's Amazing Medics' programme[47]. There is also a long tradition of students working in partnership with staff on success and progression initiatives, for example through ongoing and meaningful engagement in the research, design and delivery of success and progression interventions and through our student-staff partnership grants, which fund co-led educational projects. In 2018-19 this included a project recognising the contribution of Afro-Caribbean people to the NHS. Within the curriculum, students on several courses are able to use their research projects to explore issues related to access and participation. In 2017-18, this included two BSc projects on students' response to case-based learning, with findings disseminated to inform future curriculum design, and student research projects in the field of widening participation.

More recently, a small group of students have volunteered to be part of a task group jointly established by the Head of Widening Participation and Students' Union President on access and participation, to which any student was invited to contribute, and to which elected representatives (such as our elected representatives on the British

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[47] https://www.leannesamazingmedics.com/ Last accessed: May 2019

Medical Association's (BMA) Student Committee) were specifically encouraged to attend. The group received an initial briefing on regulatory changes and met in spring 2019 to actively contribute to the development of this plan. The group agreed that the best approach to enable as much meaningful student involvement as possible in the very short timeframe for developing the plan was for individual/small groups of students to contribute to specific strategic priorities, for example one student has been involved in our contextual admissions scoping project, following his motion on this topic at the BMA Medical Students' Conference in 2019, and another is leading work on the development of student research projects relating to widening participation. This task group will continue to expand and work together during 2019-20 to develop a future framework for ongoing student co-creation in access and participation work. It will identify the training and development opportunities required to enable increasingly meaningful and impactful student engagement over time and consider innovative mechanisms to broaden and deepen student involvement in this work.

Submission on behalf of the student body - Muhammad Omar Hijazi, Student Union President 2018-19
St George's, University of London has a well-established and known history of having a very strong focus on widening participation. Students are involved throughout the process, whether it is through focus groups, interviews, and this year through developing a particularly strong relationship with the Students' Union and setting up a new task group. The focus is also wide-ranging, with students from all year groups and from many backgrounds involved. Ideas suggested by our students, such as research projects exploring widening participation, a new approach to contextualised admissions and support for specific groups, such as estranged students and refugees, are being actively considered by the university. What is outstanding is the commitment of spend on access and participation activity. St George's, University of London has an increasing emphasis on retention and student experience, with the focus not only on continuing to provide better access for students from under-represented groups, but also supporting them throughout their academic journey. The way financial support is distributed is strategised in such a way to ensure the bursaries are as effective and fair as possible. This is a process which is also regularly reviewed, and again has got involvement from all sides, including students and the Students' Union. The financial support given by the Hardship Fund has received praise from staff, students and their families as it shows there are measures not just for long term support, but also for immediate emergency short-term support, to enable students to continue with their academic progress.

3.5 Evaluation strategy

Our initial completion of the OfS evaluation self-assessment tool has reflected several areas for development, some of which we are already beginning to address, particularly in the areas of 'implementation' and 'learning from evaluation'. We recognise that changes in the approach to the evaluation of access and participation require us to make a step change in our approach to evaluation as a whole, and we will build additional evaluation capacity over the lifetime of this Plan.

The evaluation approach we take will be tailored to specific activities and interventions; and we already have some excellent examples of evaluation of individual projects relating to access and participation, including our Science Stars pilot, and several examples of meaningful co-production and involvement of students in the evaluation of student success projects. However, we recognise the need to evolve our approach to this area in a holistic way as part of our ongoing Theory of Change (or similar) conceptualisations. This will be a key priority for our Inclusion, Data and Evaluation Officer to further develop with colleagues and our student body during 2019-20 and beyond.

Evaluation of outreach and access activity
We are currently refining our evaluation framework for outreach and access using the wealth of evidence in the non-profit and social change sectors relating to Theory of Change conceptualisation[48]. Our current approach to the evaluation of these activities, which is currently being piloted, is outlined below (see Diagram 3).

Considering the OfS Standards for Evaluation, the majority of our evaluations are currently Type 1 (Narrative). For intensive activities and interventions, such as our spring and summer schools and our Primary Practice programme for Year 5 and 6 students, we are implementing Type 2 (Empirical Enquiry).

One example of particularly effective practice, with evaluation embedded throughout and demonstrating elements of Type 3 (Causality), is for our new pilot programme, Science Stars. For this programme, we are partnering with a non-profit organisation, ImpactEd, which has significant experience in the multi-dimensional evaluation of educational interventions in schools. This demonstrates our commitment to rapidly enhancing our evaluative practice, by commissioning external support where we identified a gap in our internal expertise at present. We have worked with ImpactEd and our school partner to conduct a robust evaluation using multiple methods to assess impact (through pupil outcomes) and also to evaluate the process to inform future programme development as we move from pilot stage to further implementation. As shown in the Theory of Change diagram for Science Stars (see Diagram 2), all short and medium term intended outcomes will be measured against a control group of students not participating in the Science Stars programme, who are in the same school class as participants (to control for teacher effects). At present, we only have interim findings from a set of mock examinations in spring 2019, but

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[48] Harries, E, Hodgson, L and Noble, J (2014). See: Creating your theory of change: NPC's practical guide Last accessed: May 2019

these initial results are very encouraging. Science Stars participants showed greater levels of progress on average when compared to control group students, and participation in the programme was associated with increased grades in all subjects, with the result being statistically significant for Physics ($p=0.011$).There was no improvement for the subset of six students that participated initially and then dropped out of Science Stars. Furthermore, leaving the Science Stars programme was associated with a statistically significant negative impact on the Physics score differential between baseline and final tests. This seems to present increased likelihood that participation in the programme is what is contributing to the observed improvement in results. It also indicates that any benefits are likely to be achieved through sustained participation in the whole programme (i.e. there is no benefit to only attending the initial sessions). Following GCSE results and collation of questionnaire data in August/September 2019, a full impact analysis will be completed and used to shape future programme development.

Diagram 3: Evaluation Framework

Scoping phase
- gather information from a range of about the issue we seek to address/improve
- assess current context and available literature (academic and practitoner-led)
- review current good practice / evidence of 'What works'
- conduct interviews / focus groups

Planning phase
- develop Theory of Change (ToC), unpacking black boxes / hidden assumptions
- agree short, medium and long term goals
- identify internal and external enablers
- develop delivery mechanisms (inputs) with practitioners, including clear aims / objectives

Mapping evaluation phase
- work with stakeholders to understand startegic priorities
- identify meaningful and robust evaluative measures for each outcome in ToC
- assess feasibility of sourcing, collecting and analysing required data
- plan all evaluation timings /logistics in advance

Implementing phase
- deliver activities, embedding evaluation activities embedded throughout, liaising with delivery practitioners
- identify risks to non-completion of evaluation and put in place appropriate mitigations

Reviewing, reflecting & refining phase
- fully analyse all evaluative measures to inform overall assessment of effiicacy
- undertake qualitiative consultation with key stakeholders
- gather eedback from delivery practitioners (staff, students, and any others involved)
- hold away days to share learning and develop future plans as a community of practice

Building on our recent work for Science Stars, further areas for enhancing the design and evaluation of our outreach activities have been identified, including conducting initial assessments of our key outreach programmes using the collaborative NERUPI framework, led by the University of Bath[49]. Furthermore, to help assess the longterm efficacy of our access activity, including collaborative activities, we will subscribe to the Higher Education Access Tracker (HEAT) service during 2019-20. We are also committed to engaging with and contributing to the bank of evidence to supporting ongoing knowledge of 'what works' in the sector, and will be enthusiastically engaging with the What Works centre, the Centre for Transforming Access and Student Outcomes, once launched.

Evaluation of financial support packages
We have conducted significant evaluation of the financial support offered to students from 2017-18 onwards, using the survey and statistical analysis tools from the OFFA/OfS 'Financial Support Evaluation Toolkit'. This work has been overseen by the university's Financial Support Working Group, reporting into the Access and Participation Steering Group. We adapted the statistical tool to ensure it was most relevant to our particular context. In consultation with OFFA, in 2017-18 the statistical tool was adapted to overcome the limitations of our small size and the large proportion of our students who are studying Medicine, a five-year course with no degree classification, to contribute to one of the suggested attainment outcomes. Several years were combined to form a larger dataset and the outcomes were adapted so that Medicine could be included. The statistical analysis could not be meaningfully re-run in the same form in 2018, when there was only one year of additional data to incorporate. Again, the analysis was adapted, expanding the dataset and outcomes to incorporate continuation

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[49] http://www.nerupi.co.uk/ Last accessed: May 2019

between all years of our programmes, rather than only looking at continuation between first and second year. Statistical analyses comparing educational outcomes between students of different income levels and in receipt of different amounts of bursary were completed in 2017-18 and in 2018-19, and showed no significant differences in continuation or attainment between any of the groups. This result could be interpreted as evidence that financial support is effective at easing financial disadvantage, or that financial disadvantage has no impact on education outcomes. It could also be, despite adaptations made to the statistical tool in consultation with OFFA to compensate for our size, that our relatively small dataset has reduced the power of the analysis and rendered it ineffective. With these uncertainties, it is hard to draw any firm conclusions from this aspect of our evaluation. Apparent elsewhere in our data, is that student success is not the area where St George's has the most significant deficits. While gaps do exist, and measures are being put in place to address them, we outperform the sector on measures of continuation, attainment and progression for students from low participation neighbourhoods, BAME students, mature students and disabled students.

Given this context, there are some interesting patterns in the results of other financial support evaluation that has been carried out over the past two years. Using an adapted version of the survey from the toolkit, students who received a bursary in 2016-17 and 2017-18 were surveyed to understand how important the bursary is to them, and what utility it has for them. The response rate for the survey was good, with 57% of bursary recipients responding in both years, allowing us to give reasonable weight to the results. In both years a majority of respondents rated the bursary as very important in helping them financially continue at St George's, although students from the lowest income household rated it as more important than others groups of students. However, the survey also showed that there is very little awareness of the bursary. For 2016-17, only 19% of respondents reported that they knew they were eligible for the bursary prior to enrolling at St George's. Even fewer, only 7%, reported that they knew how much they would receive. Awareness of their eligibility to receive a bursary was higher amongst the 2017-18 respondents with 42.7% knowing that they were eligible prior to enrolment. Awareness of how much they would receive was still low however, at only 21%. This may reflect the conclusions of Harrison and Hatt (2021) [50] that students are "unresponsive to financial inducement, and place a high priority on provision that is local and socially comfortable". An OFFA commissioned report by Nursaw Associates[51] even suggested that part of students' feeling that financial support influenced their decision might be due to post-hoc rationalization, which sets the results of our bursary surveys, where the majority of students are not aware of the bursary before enrolling, but having received it state that it has been very important for the continuation of their studies, in a new context.

We will continue to conduct thorough analysis of our financial support on an annual basis, and in the longer term, wish to explore more fully the use of qualitative research, such as interviews in order to provide further evidence to mitigate against some of the limitations we face in quantitative analysis of data due to our small cohort sizes. This would build upon learnings from a small scale pilot study using focus groups conducted by two of our researchers, which has recently been published in the BMC Medical Education journal[52]. We also wish to expand the scope of our evaluation from 2019-20 to include evidence of the impact of our hardship funds on students who received them. We will ensure comprehensive analysis of all available data is undertaken by the Financial Support Working Group and proposals for changes and refinements considered by the Access and Participation Steering Group on an annual basis, especially given our intention to change the nature of our financial support package over the course of this plan.

Evaluation of student success and progression activity
Evaluation of educational interventions forms part of the annual cycle of programme monitoring, and is built into the design of ad-hoc interventions led by Student Development. For longer-term co-curricular initiatives, annual evaluation allows the continual development of provision and focusing of resource to where it can provide the greatest impact for our students. For example, the Academic Success Centre (ASC) provides students on all courses and at all levels with one-to-one learning development at a time of their choosing. The ASC aims to support students' academic socialisation through developing their metacognitive skills and sense of belonging within the university environment. The ASC collects anonymous feedback from attendees around three measures (satisfaction, self-efficacy and self-confidence) and uses this both to make changes to the Centre, which in the past have included adjusted opening times and a change in focus from drop-in time to bookable appointments, and to support curriculum and staff development on attendees' courses through Student Development work with programme teams.

In the area of progression, the George's Award is an extra-curricular award in which students are certified for their contribution to their community and that of our university, through participating in activities such as volunteering, extra-curricular engagement, and reflection on the contribution of this activity to their personal development. Students were heavily involved in the evaluation and review of this in 2018-19, including consideration of renewal

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[50] Harrison, N and Hatt, S (2012). *Expensive and failing? The role of student bursaries in widening participation and fair access in England* Studies in Higher Education, 37(6), 695-721.
[51] OFFA, 2015. What do we know about the impact of financial support on access and student success? Last accessed: May 2019
[52] Claridge, H and Ussher, M (2019). *Does financial support for medical students from low income families make a difference? A qualitative evaluation.* BMC Medical Education 19:153

plans at the Student Senate, and a student feedback event attended by 90 students. Plans were amended following this consultation, and include an innovation where students can get credit for voluntary work within their own communities rather than purely on-site, in order to recognise our commuter students and that student experience is not limited to campus.

3.6 Monitoring progress against delivery of the Plan

The Access and Participation Steering Group (APSG), comprising senior academic and professional services leads for access and participation at each stage of the lifecycle as well as student representation, meets twice per term. It is the main committee responsible for the ongoing coordination and delivery of the Access and Participation Plan. Chaired by the Chief Operating Officer, the APSG reports regularly into the Education and Students' Strategy Committee (ESSC), which monitors all key performance indicators within the university's strategic and operational plans relating to education, and also monitors progress against targets and other commitments made in the Access and Participation Plan. The APSG also provides periodic reports to other key strategic committees, including the Executive Board and Senate.

The Principal, as our Accountable Officer, ensures monitoring takes place through the appropriate areas of the university's governance structure, taking advice from the university's governance team as needed. For example, the university's strategic risk register, which is managed by the Risk, Audit and Efficiency Committee and scrutinised by the Audit Committee, includes an entry concerning the regulatory compliance specifically relating to access and participation condition A1; this risk is proactively managed by the Head of Widening Participation, with a range of mitigating actions in place to ensure compliance.

As the governing body (Council) is ultimately responsible for the Access and Participation Plan, its annual cycle of business includes specific agenda items relating to access and participation at appropriate points throughout the year, including the approval of the plan. All OfS ongoing conditions of regulation are monitored by Council through an agreed assurance framework; the Council receives regular reports from the executive team to enable it to discharge its duties in relation to condition A1. Over the past year, the Council has received presentations on the new access and participation regulatory framework and taken part in a discussion to formulate a new Council strategic KPI for this area of the university's business. All strategic KPIs are monitored twice yearly by Council and the Council holds the executive team to account for the delivery of commitments. If progress were not to be sufficient, the Governing Body would ask the executive team for further action to be taken, for further resource to be committed to this area or more regular updates to be provided to them about progress.

The APSG, ESSC, Executive Board and Council all have student representation, ensuring that students are actively involved in monitoring the development, delivery and evaluation of this plan.

4. Provision of information to students

Our Access Agreements and Access and Participation Plans are all published on our website. We provide clear information to applicants and students about our courses and entry requirements so they are able to clearly understand what our programmes involve. This is offered as web-based information and through printed prospectuses. We will be working closely with colleagues in our marketing and communications team to ensure we have a clear content strategy in place for all our communications with applicants and students, and to consider tailored communications to specific groups in response to their needs (such as students from discrete underrepresented groups), as well as considering communications to other key influencer groups, such as parents/carers and teachers/advisers.

Tuition fee information is included alongside details of each course on our website (www.sgul.ac.uk), so it is clear to prospective students from the outset. There is a note that fees may increase as permitted by government, which will normally be in line with inflation. Full details of the funding available to support students with their university tuition fees and living costs are available on our website, including guidance on how eligible students can apply for a tuition fee loan, a maintenance loan and extra help if they have a disability, or children or adult dependents they need to support.

We also widely promote our bursary scheme, which aims to assist students from lower income backgrounds, through a dedicated page on our website and by including it in presentations and e-newsletters to prospective applicants. We are clear that there is no separate application to complete to receive this funding. The only step required is to ensure that students and their parents/sponsors give permission on their student finance application for financial information to be shared with the university. Continuing students eligible for the bursary are contacted annually with information to confirm the package they will receive, in line with the amount advertised at the point of application.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

Annex 1 – Discontinuation of output targets relating to outreach activities in previous Access Agreements and Access and Participation Plans

Following OfS advice, our 2019-20 Access and Participation Plan retained the same targets as in our previous Access Agreements however, as noted in this Plan, we have already begun to overhaul the scope and targeting of our outreach activity in order to better align with this our new strategic aims and objectives for access. As we are not currently running any longer term, multiple intervention programmes, we are confident of our ability to be able to respond to the new imperatives in a timely manner and will be initially focusing on changes to post-16 activity, where the impact will be measurable in a shorter timeframe.

As discussed with OfS in autumn 2018, we have instigated a 'root and branch' review of all our outreach provision in order to ensure we can to meet the changing regulatory framework requirements and following our own reflections and refinement in line with our evaluation framework. We also noted at that time our desire to discontinue a number of our outreach activity targets for 2018-19 and 2019-20. This is for a number of reasons, for example, in instances where the activity or programme no longer exists, where the target relates to an activity that is no longer in line with sector best practice, where the nature of the activity means it is unable to be robustly evaluated for evidence of impact, where they are not highly targeted at students from under-represented groups, and where they do not have a clear 'theory of change' underpinning their aims and objectives.

Hence, we wish to discontinue the following output targets (all of which relate to outreach activity) as outlined below:

2018-19 Access Agreement resource plan

Discontinue T16a_05, T16a_06, T16b_01, T16b_03, T16b_04, T16b_05, T16b_06, T16b_07, T16_09, T16b_10

2019-20 Access and Participation Plan resource plan

Discontinue T16a_05, T16a_06, T16b_01, T16b_03, T16b_04, T16b_05, T16b_06, T16b_07, T16_09, T16b_10

St George's Access and Participation Plan 2020-21 to 2023-24 (originally to 2024-25) Appendix added summer 2022 at the request of the Office for Students:

St George's welcomes this opportunity to add an appendix to our current Access and Participation Plan (APP) detailing our high level and strategic commitments linked to the Office for Students' new priority areas for access and participation. We note that this appendix will be used to vary our already-approved APP for the year 2023-24, prior to the submission of a new Access and Participation Plan in 2023 which will cover the period 2024-25 to 2027-28.

In responding to each of the four OfS priorities listed below, we have referred briefly to the content of our existing plan, explained our progress since the development of that plan three years ago, and made clear new commitments for the continued development of our work in this area, during 2023-24 and the following Access and Participation Plan. We have also included a response to the previously-identified priority that institutions should improve the quality and volume of evaluation of access and participation plan activity.

Priority A: Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand.
We have attached a three-page summary of our existing access and participation plan, which summarises both the existing document found on our website here, and the additions requested as part of this variation, and detailed in the following paragraphs. This has been written in accessible language, in line with the style guide provided by the OfS in Annex B of the Variations guidance.

Our new Student Advisors scheme gives students paid opportunities as consultants on university issues, including strategy development and access and participation. Four student advisors have contributed to the development of this summary, and approved its accessibility for this target audience.

As with our current Access and Participation Plan, students will be involved in co-developing the written version of our next Plan during 2023, and will additionally lead on producing more accessible versions of this content in diverse media.

Priority B: Develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

In 2018-19 we began Science Stars, an attainment-raising programme of GCSE science tuition for local secondary school pupils. This programme is detailed on page 8 of our current plan, and provides one of the seven quantitative targets agreed within that plan, which we have been monitoring over the past three years. We committed to ensuring that Science Stars participants maintain, on average, an improvement of at least one third of a grade across their GCSE Science examinations compared to students in the programme control group over the five years of the Plan.

Science Stars is externally evaluated by our non-profit partners ImpactEd and has produced very positive results. In 2018-19 Science Stars participants achieved, on average, over a grade higher than the control group in their Science GCSEs, a finding that was statistically significant. In 2019-20, when the majority of the programme was conducted in person prior to the Covid-19 lockdowns of March 2020, Science Stars participants demonstrated an overall grade increase of 0.67 at statistically significant levels on their mock examinations compared to the control group. The centre-assessed grades they received following the cancellation of that year's GCSEs demonstrated 0.98 of a grade's additional progress compared to pupils in the control group. Over the last two years, the Covid-19

pandemic has disrupted both the delivery and the evaluation of the programme, with a second year of cancelled GCSE exams in 2021, and the need to move to online tutoring. The move to online tutoring allowed us to expand the geographic reach of the programme, working with a school in Margate, but also highlighted how much face-to-face contact enriched the experience, both for the young people participating and the St George's students delivering the programme.

We are committed to increasing our civic engagement locally through the development, enhancement and expansion of Science Stars. In order to ensure the most effective version of the programme possible, we will in 2022-23 return to in-person tutoring with our local partner school, and conduct a comparative evaluation of outcomes with our distance partner school in Margate. This will provide an evidence base for the most effective ways to expand the scheme in 2023-24, and into our next Access and Participation Plan.

When developing our current plan in 2019, we described our ambition to launch a new school governor scheme, proactively supporting members of our university community to volunteer as governors in state schools and colleges. Since this time, we have expanded school governorship among our staff, and our new School Governor Staff Network has 23 members. We also work in partnership with the Brilliant Club, offering university visits to participants on their Scholars Programme. In 2022-23 we will review both of these strands of work to ensure a thematic focus within 2023-24 on raising pre-16 attainment for young people from underrepresented groups.

Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation in high quality courses and good graduate outcomes

While the 'access' arm of our access and participation activity takes a targeted approach in terms of supporting the outcomes of students from underrepresented groups, our success and progression activity is universal and embedded, rather than targeting particular students. Here, we are able to ensure that accessing our courses leads to successful participation on high quality courses and good graduate outcomes through detailed monitoring of student outcomes data. In section 3.2 of our current Access and Participation Plan, we describe the need to improve our systems for data collection and analysis, including comprehensive analysis of student performance outcomes across underrepresented groups. Significant progress has been made in this area, with regular data reporting across all of the Office for Students' target groups supporting annual programme monitoring and inclusive education work. The publication by the Office for Students of student outcomes data from 2022 onwards will enable us to compare the performance of underrepresented groups at St George's with our wider cohorts and with the sector as a whole. We look forward to using this data to continue to enhance our own monitoring of the high-quality courses we provide. Students currently underrepresented in higher education (those from POLAR4 quintiles 1 and 2) form the basis of two of our three access targets. Our data shows that once enrolled, these students achieve strong outcomes in terms of degree attainment (higher degree attainment on average than those from POLAR4 quintiles 3-5 in two of the last four years). Our third access target relates to students from Index of Multiple Deprivation (IMD) quintile 1, and for both these students and those from IMD quintile 2, attainment rates remain below their peers in IMD quintiles 3-5. We will therefore prioritise socioeconomic status as an important focus of inclusive education work across 2022-23, 2023-24, and into our next Access and Participation Plan.

Within internal monitoring processes we have chosen to expand our definition of 'underrepresented' groups beyond OfS requirements and covering a greater range of protected characteristics, specifically religious belief, sex, and sexual orientation. We strive too to expand the definition of 'participation' beyond continuation, attainment and completion, monitoring both success and experience indicators with the goal that all our students experience a sense of

community and belonging which allows them to enjoy university, as well as benefit from it. We are currently developing an Inclusive Education Framework which will be embedded across all of our programmes by the year covered by this variation (2023-24), and, if permitted, will include these broader definitions of participation and target groups in our next Access and Participation Plan.

Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

Our current plan describes our ambition to develop innovative and flexible courses, to enable successful applications from those with non-traditional entry profiles. Following the government's response to the Augar review of post-18 qualifications and funding we continue to view an integrated foundation year in healthcare science as an important opportunity to diversify our student population, and will develop this programme to launch within the lifetime of our next Access and Participation Plan. While this new provision will not be ready for 2023-24, the year covered by this variation to our access and participation plan, we will commit during 2023-24 to continue scoping work around flexible pathways into and through healthcare and health science education.

Our existing degree apprenticeships are not a major contributor to our access and participation priorities, largely due to low healthcare employer uptake. If interest in using the levy to recruit and develop the healthcare workforce increases among NHS employers, apprenticeships will become a bigger access priority for us as we are keen to develop technical routes at Level 4 and 5 which are appropriate for us as a specialist health university. In partnership with Health Education England our Principal is currently leading work exploring new roles and employment opportunities within the NHS workforce in London. We hope that over the course of our next Access and Participation Plan this will lead to the development of new level 4 and 5 provision with secure progression routes into the healthcare workforce. Over the same timeframe we also aim to segment our existing programmes in order to enable flexible routes through university, and encourage lifelong learning.

Additional priority: Improve the quality and volume of evaluation of access and participation plan activity.
As mentioned above, our attainment-raising work in schools is independently evaluated by our non-profit partners ImpactEd. We additionally collaborate with the 16 other independent member institutions of the University of London through the University of London Widening Access Leads Network. This network is committed to sharing best practice and identifying collaborative opportunities, particularly through exploring the development of a peer-based evaluation process, which is work we aim to progress during the period covered by this variation. In 2023-24 we will also begin publishing an annual summary report covering evaluation of our access and participation activity on our website.

Provider fee information 2021-22

Provider name: St. George's Hospital Medical School

Provider UKPRN: 10007782

Summary of 2021-22 course fees

*course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants 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	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	*		*
Accelerated degree	*		*
Sandwich year		Fee applies to entrants/all students	£1,850
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	*		*
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	*		*
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	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	*		*
Accelerated degree	*		*
Sandwich year		Fee applies to entrants/all students	£1,850
Erasmus and overseas study years		Fee applies to entrants/all students	£1,385
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	*		*
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	*		*
Accelerated degree	*		*
Sandwich year	*		*
Erasmus and overseas study years	*		*
Other	*		*

Access and participation plan
Fee information 2020-21

Provider name: St. George's Hospital Medical School

Provider UKPRN: 10007782

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:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

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	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,850
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	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
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	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
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	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: St. George's Hospital Medical School

Provider UKPRN: 10007782

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 (£)	£562,489.26	£628,898.57	£647,760.21	£652,105.30	£655,500.67
Access (pre-16)	£134,425.94	£139,193.99	£142,039.84	£146,465.69	£149,473.83
Access (post-16)	£357,090.22	£416,800.97	£428,846.10	£428,753.41	£425,086.26
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£70,973.10	£72,903.61	£76,874.27	£76,886.20	£80,940.58
Financial support (£)	£1,145,600.00	£1,127,700.00	£1,117,500.00	£1,118,500.00	£1,118,500.00
Research and evaluation (£)	£215,547.67	£218,914.51	£225,174.06	£231,380.35	£237,387.51

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)	£7,162,175.00	£7,476,845.00	£7,581,735.00	£7,631,095.00	£7,631,095.00
Access investment	5.9%	6.5%	6.7%	6.6%	6.6%
Financial support	15.9%	14.9%	14.5%	14.4%	14.4%
Research and evaluation	2.5%	2.4%	2.4%	2.5%	2.5%
Total investment (as %HFI)	24.3%	23.9%	23.6%	23.5%	23.6%

Targets and investment plan
2020-21 to 2024-25

Provider name: St. George's Hospital Medical School

Provider UKPRN: 10007782

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To raise attainment prior to application for target students in local community	PTA_1	Attainment raising	To ensure that Science Stars participants maintain, on average, an improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group over the next five years.	No	Other data source	Other (please include details in commentary)	n/a	improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group	improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group	improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group	improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group	improvement of at least one third of a grade, on average, across their GCSE Science examinations compared to students in the programme control group	GSCE Science results for participants in the Science Stars programme will be compared to a control group of students and the grade improvement for participants in the program will be calculated. As the programme is in its first year, no baseline data exist. An improvement of one third of a grade has been proposed based on existing literature and participants' GCSE mock results. No increase in grade improvement is predicted year on year as the programme methodology does not support this.
To decrease participation gaps in HE for students from underrepresented groups	PTA_2	Low Participation Neighbourhood (LPN)	The gap between the proportion of POLAR4 Q1+2 students and POLAR4 Q5 students among young, full-time undergraduate entrants, who reside outside Greater London .	No	The access and participation dataset	2017-18	7.1%	6.1%	5.1%	3.6%	2.1%	0%	Target excludes entrants from Greater London due to the limitations of POLAR4. The gap between the proportion of Q1+2 entrants and Q5 entrants in OfS 2017-18 data is used as the baseline. Progress is weighted towards the latter years of the plan. Timing of the admissions cycle means that no significant progress can be expected until at least 2021-22, the first year that a contextual admissions process could have a partial effect if it was instituted for the 2021 entry recruitment cycle.
To decrease participation gaps in HE for students from underrepresented groups	PTA_3	Low Participation Neighbourhood (LPN)	The gap between the proportion of POLAR4 Q1+2 students and POLAR4 Q5 students among young, full-time, undergraduate entrants.	No	The access and participation dataset	2017-18	25%	24.5%	24%	23%	22%	21%	The gap between the proportion of Q1+2 entrants and Q5 entrants in OfS 2017-18 data is used as the baseline. Progress is weighted towards the latter years of the plan. Timing of the admissions cycle means that no significant progress can be expected until at least 2021-22, the first year that a contextual admissions process could have a partial effect if it was instituted for the 2021 entry recruitment cycle.
To increase participation in HE for students from disadvantaged socio-economic groups	PTA_4	Socio-economic	The proportion of IMD Q1 entrants among young, full-time, undergraduate entrants	No	The access and participation dataset	Other (please include details in commentary)	17.9%	18.4%	18.9%	19.9%	21.4%	22.9%	Baseline is three year average from 2015-16 to 2017-18 according to the OfS dataset. Progress is weighted towards the latter years of the plan as resources and activities need to be diverted to work with this group and timing of the admissions cycle means that no significant progress can be expected until at least 2021-22 (as above).
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	

Aim	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the attainment gap for students from underrepresented groups	PTS_1	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between Black and White students studying for Honours degrees.	No	The access and participation dataset	Other (please include details in commentary)	16.1%	14%	12%	10%	8%	6%	An average of the attainment gap across the three most recent available years of attainment data is used as a baseline i.e. the average gap from 2015-16 to 2017-18. St George's small size means that individual student outcomes can have an outsize effect on %, particularly for this target, which excludes our largest course (Medicine is not an Honours course).
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between BAME and White students studying for Honours degrees.	No	The access and participation dataset	Other (please include details in commentary)	9%	8%	7%	6%	5%	4%	An average of the attainment gap across the three most recent available years of attainment data is used as a baseline i.e. the average gap from 2015-16 to 2017-18. St George's small size means that individual student outcomes can have an outsize effect on %, particularly for this target, which excludes our largest course (Medicine is not an Honours course).
To reduce the attainment gap for students from disadvantaged socio-economic groups	PTS_3	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between IMD Quintile 3-5 and IMD Quintile 1-2 students studying for Honours degrees.	No	The access and participation dataset	Other (please include details in commentary)	9.4%	7%	6%	5%	4%	3%	An average of the attainment gap across the three most recent available years of attainment data is used as a baseline i.e. the average gap from 2015-16 to 2017-18. St George's small size means that individual student outcomes can have an outsize effect on %, particularly for this target, which excludes our largest course (Medicine is not an Honours course).
To reduce the attainment gap for students from disadvantaged socio-economic groups	PTS_4	Ethnicity	Percentage difference between the proportion of BAME and White students represented in the top 5 decile rankings of the 5-year Medicine course.	No	Other data source	Other (please include details in commentary)	18.4%		17.5%	15.5%	13.5%	11%	5th year Medicine students are ranked based on their performance in years 1-4 of the course. Rankings impact on graduate outcomes via foundation year placement applications, making them a meaningful measure of success. Internal data will be used to determine the average difference between the proportion of White and BAME students in the top 5 deciles across the three most recent available years of ranking data. A three year average of ranking data from 2017-18 to 19-20 will form the baseline.
	PTS_5												
	PTS_6												
	PTS_7												
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	PTS_17												
	PTS_18												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												
	PTP_9												
	PTP_10												
	PTP_11												
	PTP_12												
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	PTP_15												
	PTP_16												
	PTP_17												
	PTP_18												